

J. DE JUAN B.



# MI INGLÉS DE BACHILLERATO

4



## **MI INGLES DE BACHILLERATO**





J. de JUAN B.

MI INGLÉS  
DE  
BACHILLERATO

AÑO 4.º

11.º EDICION

Ediciones CO - BO  
CARACAS

**Un buen complemento para la adecuada utilización de este libro son las 25 láminas bicolores, en tamaño 56 × 80 que acompañan al libro I.º de esta obra.**

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**ES PROPIEDAD**

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## PROLOGO

*"MI INGLES DE BACHILLERATO", libros 1.º, 2.º, 3.º, 4.º y 5.º, es una obra que lleva ya varios años de existencia en muchos países de la América de habla española, siendo uno de los libros preferidos por los estudiantes de bachillerato de estos países.*

*La razón de esta predilección por nuestro libro estriba, mayormente, en la forma sencilla, razonada y eminentemente didáctica en que está tratada toda la materia expuesta.*

*Hemos pretendido, a través de los cinco libros que integran la obra, ofrecer al estudiante los fundamentos del idioma inglés. Tanto el vocabulario empleado como las vivientes estructuras inglesas, al igual que todos los episodios y pasajes literarios de los libros, tienden a capacitar al alumno para que éste pueda enfrentarse al hablante nativo y adentrarse, por sí solo y con su esfuerzo, en la cultura y costumbres de los pueblos de habla inglesa.*

*Estamos de acuerdo con Closset en que "la Gramática ayuda a adquirir más rápidamente cuantos automatismos integran el lenguaje". De aquí que no hayamos prescindido de ella. Y, además, como dice otro eminente tratadista, consideramos que "es fundamental que ejercicios bien dirigidos acompañen al estudio de la Gramática".*

*Consecuentes con esta creencia, toda la materia tratada en "MI INGLES DE BACHILLERATO" va acompañada de profusos y seleccionados ejercicios que afianzan al estudiante, en forma efectiva, sobre todo lo expuesto.*

*Esta nueva edición, en su totalidad, ha sido revisada y mejorada. En los libros 1.º, 2.º y 3.º se han introducido patrones y ejercicios de entonación y pronunciación ingleses, nuevos episodios, canciones, versos y chistes.*

*Los libros 4.º y 5.º van ahora ilustrados. Se han agregado biografías de autores ingleses y norteamericanos, nuevos pasajes, ejercicios de pronunciación inglesa y numerosos chistes. Las NEW WORDS de cada lección y los vocabularios finales de estos dos libros llevan ahora la transcripción fonética de todas las palabras. Y al*

*aumentar el número de lecciones, los EXERCISES se han duplicado en todos los libros.*

*Algunos de los trozos literarios en este texto están tomados del libro Biology in the Service of Man, por F. Tyrer. Otras lecturas han sido tomadas del libro Easier Scientific English Practice, por G. C. Thornley. Queremos expresar nuestro profundo agradecimiento a los autores de los citados libros, así como a sus editores, Longmans, Green & Co. Ltd., por habernos concedido el derecho a imprimir estos pasajes en nuestro libro.*

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*Quedamos reconocidos, por la ayuda prestada, a los profesores N. V. Smith, J. P. FitzGibbon y José Merino. Estos dos últimos han revisado toda la obra y han hecho posible, con su colaboración, que "MI INGLES DE BACHILLERATO" haya alcanzado el nivel actual.*

*Vaya también nuestro profundo agradecimiento a todos los estimados colegas por la atención que nos han dispensado haciendo críticas a esta obra. Esperamos seguir recibíéndolas, ya que es nuestro deseo vehemente lograr que "MI INGLES DE BACHILLERATO" sea cada vez más didáctico y más completo.*

EL AUTOR

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## LESSON ONE

### *Their First Wedding Anniversary*



A year has gone by since Jane and Hugh got married and they are celebrating their first wedding anniversary. At first they thought of having a very quiet celebration, but finally they decided that it would be better if both families got together and had a meal out. In this way it would be a change from the ordinary run of parties and there would be no need for Jane to do anything special. She now knew from experience the tremendous amount of work involved in giving a cocktail party at home, the expense of it all and then the washing-up and tidying-up of the house. And all that besides counting the possible breakages of plates and glasses, and cigarette burns on the furniture. So they decided to order a fixed meal at a very nice open-air restaurant that they had once been to and that was not too expensive. It was only a family affair so that there were only the Wilsons and their three sons and Mrs. Carter, Hugh's mother. They all have a glass in their hands and Mr. Wilson is going to propose a toast:

*Mr. Wilson:* Here's to the happy pair on their first wedding anniversary!  
(They all cheer and toast Jane and Hugh who are sitting close together.)

*Hugh:* Thank you very much for that toast, but I think you will want to have another as soon as you hear the news. Jane has something to tell you.

*Mrs. Wilson:* Oh! Jane. Is it what I'm thinking?

*Jane:* Yes, it is, mother. I'm going to have a baby.

*Mrs. Wilson  
and Mrs. Carter  
together:* Oh! I'm so glad. That's wonderful.

*Mr. Wilson:* And when will the happy event be?

*Jane:* There's still a long time to wait, so you mustn't be impatient.

*Mr. Wilson:* Come along then. Fill up your glasses and we can all drink this toast: To the happy event!

*Answer the following questions on the Reading Passage:*

1. How long is it since Hugh and Jane got married?
2. What are they now celebrating?
3. What did they first think of doing?
4. Why did they think it would be better if both families had a meal out?
5. What was involved in giving a cocktail party at home?
6. What were the possible dangers of giving a cocktail party?
7. Where did they go to?
8. What kind of a restaurant was it?
9. What kind of an affair was it?
10. How many people were present?
11. What did they all have in their hands?
12. What was Mr. Wilson going to do?
13. What did Hugh say to them all?
14. What did Jane tell them?
15. How did they receive the news?

#### NEW WORDS

<i>anniversary</i>	[ani'və:səri]	<i>expense</i>	[iks'pens]
<i>to have a meal out</i>	['hav ə 'mi:l 'aut]	<i>washing-up</i>	['wɒʃɪŋ'ʌp]
<i>run</i>	[rʌn]	<i>tidying-up</i>	['taidiɪŋ'ʌp]
<i>tremendous</i>	[trə'mendəs]	<i>breakages</i>	['breɪkɪdʒɪz]
<i>to involve</i>	[ɪn'vɒlv]	<i>burn</i>	[bɜ:n]

<i>open-air restaurant</i>	[ˈəʊpən ɛə ˈrestərənt]	[imˈpeɪʃənt]	<i>impatient</i>
<i>toast</i>	[təʊst]	[fɒɡ]	<i>fog</i>
<i>to cheer</i>	[tʃiə(r)]	[ˈwʌri]	<i>worry</i>
<i>to toast</i>	[təʊst]	[kraʃ]	<i>to crash</i>
<i>event</i>	[iˈvent]		

## GRAMMATICAL EXPLANATIONS

*Formación de los tiempos.* Conocemos ya doce tiempos verbales. Con los cuatro nuevos tiempos que vamos a agregar: el *Future Simple Continuous*, *Future Perfect Continuous*, *Conditional Simple Continuous* y *Conditional Perfect Continuous* abarcamos toda la nomenclatura verbal inglesa. Explicaremos la formación de todos ellos con un cuadro a continuación que comprende todos estos tiempos.

Su formación es como sigue:

El "*Simple Present*" de cualquier verbo inglés (menos *to be* y *to have*) es igual al infinitivo sin "*to*" del verbo. Cuando no se trata de un verbo defectivo, las terceras personas del singular toman una "*s*" o "*es*". Es decir, que el *Simple Present* de las terceras personas del singular de todo verbo normal (menos *to have* y *to be*) es igual al infinitivo sin "*to*" del verbo más "*s*" o "*es*". Ej.: *I walk, he walks.*

El "*Simple Past*" de cualquier verbo inglés, si se trata de un verbo irregular, es igual a la segunda columna del verbo. Si se trata de un verbo regular, es igual al infinitivo sin "*to*" de ese verbo más "*d*" o "*ed*". Contrariamente a lo que sucede en el *Simple Present*, la forma del verbo en el *Simple Past* es la misma para todas las personas. Ej.: *I walked, he walked.*

NOTA.—Los únicos *tiempos simples* de todo verbo inglés son el *Simple Present* y el *Simple Past*. Todos los demás tiempos son *compuestos* o *perfectos*.

El "*Present Perfect*" se forma con el *Simple Present* del verbo *to have* más el participio pasivo o pasado del verbo principal. Ej.: *I have walked.*

El "*Past Perfect*" se forma con el *Simple Past* del verbo *to have* más el participio pasivo del verbo principal. Ej.: *I had walked.*

El "*Present Continuous or Progressive*" se forma con el *Simple Present* del verbo *to be* más el gerundio del verbo principal. Ej.: *I am walking.*

El "*Past Continuous or Progressive*" se forma con el *Simple Past* del verbo *to be* más el gerundio del verbo principal. Ej.: *I was walking.*

El "*Present Perfect Continuous or Progressive*" se forma con el *Present Perfect* del verbo *to be* más el gerundio del verbo principal. Ej.: *I have been walking.*

El "*Past Perfect Continuous or Progressive*" se forma con el *Past Perfect* del verbo *to be* más el gerundio del verbo principal. Ej.: *I had been walking*.

El "*Future Simple*" se forma con *shall* o *will* más el infinitivo sin *to* del verbo principal. Ej.: *I shall walk*.

El "*Future Perfect*" se forma con el *Future Simple* del verbo *to have* más el participio pasivo del verbo principal. Ej.: *I shall have walked*.

El "*Conditional Simple*" se forma con *should* o *would* más el infinitivo sin *to* del verbo principal. Ej.: *I should walk*.

El "*Conditional Perfect*" se forma con el *Conditional Simple* del verbo *to have* más el participio pasivo del verbo principal. Ej.: *I should have walked*.

El "*Future Simple Continuous or Progressive*" se forma con el *Future Simple* del verbo *to be* más el gerundio del verbo principal. Ej.: *I shall be walking*.

El "*Future Perfect Continuous or Progressive*" se forma con el *Future Perfect* del verbo *to be* más el gerundio del verbo principal. Ej.: *I shall have been walking*.

El "*Conditional Simple Continuous or Progressive*" se forma con el *Conditional Simple* del verbo *to be* más el gerundio del verbo principal. Ej.: *I should be walking*.

El "*Conditional Perfect Continuous or Progressive*" se forma con el *Conditional Perfect* del verbo *to be* más el gerundio del verbo principal. Ej.: *I should have been walking*.

He aquí todos los tiempos enunciados, conjugados en la primera y tercera persona singular del verbo:

<i> speak </i>		<i> spoke </i>		<i> spoken </i> = hablar
I speak He speaks	} <i>Simple Present</i>			I shall speak He will speak } <i>Future Simple</i>
I spoke He spoke	} <i>Simple Past</i>			I shall have spoken He will have spoken } <i>Future Perfect</i>
I have spoken He has spoken	} <i>Present Perfect</i>			I should speak He would speak } <i>Conditional Simple</i>

I had spoken He had spoken	} <i>Past Perfect</i>	I should have spoken He would have spoken	} <i>Conditional Perfect</i>
I am speaking He is speaking	} <i>Present Continuous or Progressive</i>	I shall be speaking He will be speaking	} <i>Future Simple Continuous or Progressive</i>
I have been speaking He has been speaking	} <i>Present Perfect Continuous or Progressive</i>	I should be speaking He would be speaking	} <i>Conditional Simple Continuous or Progressive</i>
I had been speaking He had been speaking	} <i>Past Perfect Continuous or Progressive</i>	I should have been speaking He would have been speaking	} <i>Conditional Perfect Continuous or Progressive</i>

NOTA.—No explicamos nuevamente cómo formar la interrogativa y negativa de todos los tiempos enunciados, por no considerarlo necesario a estas alturas.

### A Joke

Driving in a dense fog, a motorist followed a tail-light ahead for a long time, free from worry. Suddenly the red light ahead stopped, and the two cars crashed.

"Hey! Why don't you put out your hand when you're going to stop?" shouted the man behind.

"Why should I?" replied the other. "I'm in my own garage."

### EXERCISES

A) Write these sentences in the "Present Perfect":

1. He took the roof of the house off.
2. The boy mounted the white horse.
3. This girl forgets everything.
4. Mr. Brown wastes a lot of money.
5. They would settle in this country.
6. You will wet my clothes.
7. They are listening to the news.
8. Henry posts my letters.
9. The man decided to do it.
10. He answered it himself.

**B) Write these sentences in the "Past Perfect":**

- |                                     |  |
|-------------------------------------|--|
| 1. My sister could see them.        | 7. We waited for a long time.                |
| 2. The boy sold all his newspapers. | 8. The war will end.                         |
| 3. A big dog followed my cat.       | 9. The boys will remain here for two weeks.  |
| 4. They were at the hills.          | 10. The dog crossed the river by the bridge. |
| 5. It destroyed everything.         |  |
| 6. Somebody knocked at the door.    |  |

**C) Write these sentences in the "Present Perfect Continuous":**

- |   |                                       |
|---|---------------------------------------|
| 1. They lived in this city for two years. | 6. She listened to the music.         |
| 2. We drove for a long time.              | 7. It rained during the day.          |
| 3. We enjoyed the fine weather.           | 8. These women talked a lot.          |
| 4. This is what he tries to do.           | 9. He asks questions about geography. |
| 5. We supply them with all kinds of food. | 10. Henry told us about his journeys. |

**D) Write these sentences in the "Past Perfect Continuous":**

- |                                     |   |
|-------------------------------------|---|
| 1. The fire is burning brightly.    | 7. They enjoy the fresh air.              |
| 2. The boy helped the old woman.    | 8. The girls picked flowers in the field. |
| 3. They shouted for help.           | 9. He made a terrible noise for hours.    |
| 4. Yes, the children troubled us.   | 10. He did business in Brazil.            |
| 5. Henry is learning English there. |   |
| 6. The cook cleans the kitchen.     |   |

**E) Translate into English:**

- |   |   |
|---|---|
| 1. Si continuas bebiendo te emborracharás.  | 8. El ha estado muy enfermo, pero está mejorando. |
| 2. Devuélveme la moneda; es mía.            | 9. ¿Se ha casado tu amigo ya?                     |
| 3. ¿Comprendiste lo que dijo aquel hombre?  | 10. El no quiere dejar de fumar.                  |
| 4. La mayoría de los alumnos aprobaron.     | 11. Ella siempre tiene suerte.                    |
| 5. El no pudo escaparse, aunque lo intentó. | 12. Tuvieron que posponer el viaje otra vez.      |
| 6. Devuélvelo o te meterás en líos.         | 13. Vale la pena intentarlo.                      |
| 7. Si no dejas de perseguirla se enfadará.  | 14. Habrá que comprarlo si no queremos enfermar.  |
|   | 15. Creo que te engañaron al comprarlo.           |

## PRONUNCIATION EXERCISE

La letra *s*.

Cuando una palabra termina por uno de los siguientes sonidos, la letra “ese” que se añade se pronuncia [s]:

[p] *Cups* [kʌps], *keeps* [ki:ps], *sleeps* [sli:ps], *lips* [lɪps], *stops* [stɒps], *hopes* [həʊps].

[t] *Pots* [pɒts], *cats* [kats], *car's* [kats], *writes* [raɪts], *puts* [puts], *waits* [weɪts], *wants* [wɒnts], *starts* [sta:ts].

[k] *Cakes* [keɪks], *docks* [dɒks], *takes* [teɪks], *works* [wɜ:ks], *forks* [fɔ:ks], *walks* [wɔ:ks], *talks* [tɔ:ks].

[f] *Cliffs* [klɪfs], *roofs* [ru:fs], *laughs* [lɑ:fs], *Joseph's* ['dʒəʊzɪfs], *proofs* [pru:fs], *coughs* [kɒfs].

[θ] *Months* [mʌnθs] *moths* [mɒθs], *Smith's* [smiθs].



## LESSON TWO

### *Can Intelligence Be Inherited?*

CAN INTELLIGENCE BE INHERITED? When people are discussing some clever child we often hear someone say: "Oh! it runs in the family; his father was very intelligent." Put scientifically, this statement means that the boy is clever because he received from his father *genes* which made him intelligent. Every human being receives twenty-four chromosomes from his father and twenty-four from his mother, and the gene is a part of the chromosome which carries a characteristic from one generation to the next. But do we inherit intelligence from our parents? We do not know definitely. There are some families which seem to show it can be inherited.

But we believe that environment also plays its part. A child may be quite clever, yet if he is not encouraged to use his talents, or if he comes from a home where he is not given much help, or if he fails to get a good education, then instead of becoming a bright scholar the child may be frustrated and take up some job in an office or factory where his cleverness is not used to the fullest extent.

Some American scientists studied a large number of children, and found that the children of business managers, doctors, and teachers were usually more intelligent than the children of labourers, farmhands, and unskilled workers. What are we to think from this? Are we to say that the children of business managers, doctors, and teachers inherited their intelligence from their parents, while the unskilled labourers and farmhands are not intelligent, and therefore their children are not intelligent? Or are we to say that very likely the children of the unskilled labourers and farmhands are just as intelligent as the children of business managers, doctors, and teachers, but that they do not have the same chance and encouragement? Which do you think is the right answer?

You see how difficult it is to decide how much is the result of heredity and how much is the result of *environment* (the conditions under which a person is living). You will also see how very important it is that everything should be done to secure good living conditions for everybody. That is the aim of all social services. Good Government tries to make sure that everybody has the best conditions for living—good education, good houses, adequate wages, good working

conditions, efficient health services, and plenty of opportunity for healthy exercise of brain and muscles.

This is really a very important matter for everybody, so let us consider it a little further. Suppose we have two children, Eric and Robert, both of whom started off at birth with the same degree of intelligence. Further, let us suppose that Eric is brought up in a fine modern house with a lovely garden, plenty of fresh air and sunshine, and suppose that his parents are able to provide him with good food, and a good education, to give him all the books and exercise he requires, and that they also see that he gets sufficient sleep. Let us suppose that Robert lives in a home where the family are crowded together in one or two rooms, with no garden attached, and suppose his parents cannot provide him with adequate food or the books and exercise he needs, and do not see that he gets sufficient sleep. Which boy, Eric or Robert, do you think is going to make more progress? Which do you think is going to be frustrated more?

To make sure that any boy or girl who is intelligent will not be prevented from being educated because of the poverty of his parents, we make education free for all children.

F. TYRER, *Biology in the Service of Man*.

*Answer the following questions on the Reading Passage:*

1. Do clever fathers have clever children?
2. Which do you think is more important, environment or heredity?
3. Do you think that intelligence can be inherited?
4. Can beauty be inherited?
5. Do you know any child who you think has inherited intelligence?
6. What is a gene?
7. How many chromosomes come from each parent?
8. Is it important to encourage a child to use his talents?
9. Which do you think is better, to work in a factory or to become a doctor?
10. What is a farmhand?
11. Are unskilled labourers well paid?
12. What is the aim of all social services?
13. What are the best conditions for living?
14. What physical exercises do you do every day?
15. What kind of parents do you think Eric has?
16. Do you think Robert is going to be frustrated?

## NEW WORDS

<i>to inherit</i>	[in'herit]	<i>farmhand</i>	['fa:mhand]
<i>scientifically</i>	[saɪən'tifikəli]	<i>unskilled</i>	['ʌn'skild]
<i>statement</i>	['steitmənt]	<i>heredity</i>	[hi'rediti]
<i>gene</i>	[dʒi:n]	<i>to secure</i>	[si'kjuə(r)]
<i>human</i>	['hju:mən]	<i>aim</i>	[eim]
<i>being</i>	['bi:ɪŋ]	<i>social</i>	['səʊʃəl]
<i>chromosome</i>	['krəʊməsəʊm]	<i>government</i>	['gʌvnmənt]
<i>characteristic</i>	[kærɪktə'ristɪk]	<i>adequate</i>	['adɪkwɪt]
<i>generation</i>	[dʒenə'reɪʃən]	<i>brain</i>	[breɪn]
<i>definitely</i>	['defɪnɪtli]	<i>muscle</i>	['mʌsl]
<i>environment</i>	[ɪn'vaɪəmənt]	<i>degree</i>	[di'ɡri:]
<i>talent</i>	['tələnt]	<i>to bring up</i>	['brɪŋ 'ʌp]
<i>to frustrate</i>	[frʌs'treɪt]	<i>sunshine</i>	['sʌnʃaɪn]
<i>factory</i>	['fæktəri]	<i>attached</i>	[ə'tætʃt]
<i>cleverness</i>	['klevənɪs]	<i>free</i>	[fri:]
<i>fullest extent</i>	['fʊlɪst ɪks'tent]	<i>physical</i>	['fɪzɪkəl]
		<i>entertainment</i>	[entə'teɪnmənt]

## GRAMMATICAL EXPLANATIONS

*Oraciones subordinadas. Secuencia de tiempos.*—Las oraciones subordinadas dependen gramatical y lógicamente de una subordinante o principal.

*Oraciones subordinadas adverbiales de tiempo.*—Indican estas oraciones el tiempo en el que se verifica la acción expresada por el verbo de la oración principal.

Van enlazadas por las palabras *when, whenever, till, until, where, as soon as, while, etc.*

Pueden darse las siguientes construcciones:

1. *Simple Present* en la oración principal, con *Simple Present* en la subordinada.
2. *Simple Past* en la oración principal, con *Simple Past* en la subordinada.
3. *Past Perfect* en la oración principal, con *Simple Past* en la subordinada.
4. *Past Perfect* en la oración principal, con *Past Perfect* en la subordinada.

5. *Future Simple* en la oración principal, con *Simple Present* en la subordinada.
  6. *Conditional Simple* en la oración principal, con *Simple Past* en la subordinada.
1. Mrs. Green *feeds* her chickens when she *goes* back home.  
*La señora Green echa de comer a los pollos cuando regresa a casa.*
  2. Margaret *was* happy when she *lived* with us.  
*Margarita era feliz cuando vivía con nosotros.*
  3. Mrs. Wilson *had* already *done* all the washing up when I *arrived*.  
*La señora Wilson ya había fregado cuando llegué.*
  - (raro) 4. When he *had written* the letter, he *had revealed* everything.  
*Cuando él hubo escrito la carta, él había revelado todo.*
  5. I *shall give* you the money when he *rings* me up.  
*Te daré el dinero cuando él me telefonee.*
  6. He said that she *would open* the bottle when Peter *came*.  
*El dijo que ella abriría la botella cuando Pedro viniera.*

## EXERCISES

### A) Write these sentences in the "Conditional Perfect":

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. He (give) the money if you had told him.</li> <li>2. Yes, he (stay) here with us very willingly.</li> <li>3. I (visit) her if I had had a car.</li> <li>4. In my opinion, he (try) it twice.</li> <li>5. If they had obtained the money, they (start) business.</li> </ol> | <ol style="list-style-type: none"> <li>6. They (increase) their influence if they had been able to.</li> <li>7. If you had told us we (help) you.</li> <li>8. The children (eat) if they had been hungry.</li> <li>9. The boy (lose) the key if you had given it to him.</li> <li>10. If you had offered it to him, he (take) it.</li> </ol> |
|--|--|

### B) Write these sentences in the "Future Simple Continuous":

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Our friend (leave) this country before long.</li> <li>2. He (write) to you more fully soon.</li> <li>3. This firm (raise) its production before long.</li> </ol> | <ol style="list-style-type: none"> <li>4. I'm sure they (think) of you now.</li> <li>5. He (retire) from work in about two years.</li> <li>6. We (dance) tonight.</li> <li>7. Peter says your mother (send) you the parcel.</li> </ol> |
|--|--|

8. She (feel) hot when she gets there.
9. I don't know when she (get married).
10. I (walk) with Margaret tonight.

C) *Write these sentences in the "Future Perfect":*

1. Perhaps Henry (buy) the car.
2. They (lock) the door.
3. He (arrive) when we get there.
4. Peter (join) the army by now.
5. I think she (dry) our clothes.
6. A lot of things (happen) by then.
7. This time tomorrow they (sail) for London.
8. I think the plane (take off) before we arrive.
9. I am sure he (forgive) them.
10. He (grant) them freedom.

D) *Translate into English:*

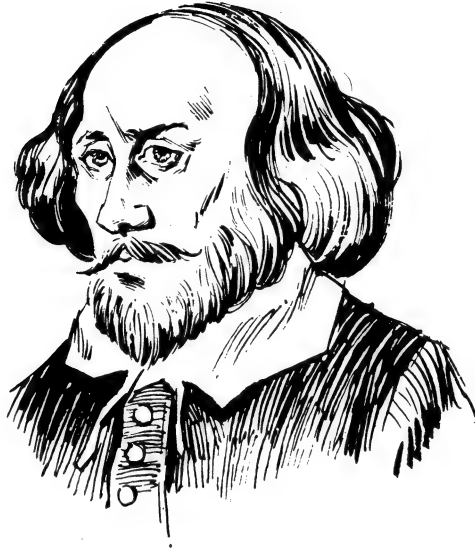
1. El siempre se opone a mis planes.
2. No continúes hablando así de ese hombre.
3. Ellos tienen que pasarse sin muchas cosas.
4. Cuando se apagaron las luces estábamos allí.
5. Examinaremos con detenimiento todos los problemas.
6. El gato no podía bajarse del árbol.
7. Sube y di a mi hermano que baje.
8. Las dificultades empezaron un año después.
9. ¿Qué resultó de todo aquello?
10. Todo lo que él dijo se cumplió al fin.
11. No te preocupes; podremos acomodarte aquí.
12. Quita todas estas cosas de aquí.
13. ¿Por qué te disfrazaste de mendigo?
14. No lo libentarán hasta el próximo mes.
15. Ten cuidado con esta piedra.
16. Todo el mundo debería guardar la ley.
17. Vamos a celebrar la fiesta mañana.

E) *Write a composition on one of the following subjects:*

1. Say what kind of film you like best and give your reasons.
2. Do you prefer the cinema to the theatre as a form of entertainment?
3. Describe the story of the last film you saw.

## LESSON THREE

*William Shakespeare (1564-1616)*



**WILLIAM SHAKESPEARE (1564-1616)**

William Shakespeare, British dramatist and poet, was born in Stratford-upon-Avon, in England, in 1564. Most of the facts we have about his life are vague and unconfirmed. He was educated, it is presumed, at the local grammar school. In 1582 Shakespeare married Anne Hathaway, and they had three children, a daughter Susanna, and twins, Hamnet and Judith. Shakespeare was an actor as well as a dramatist, but his reputation as a dramatist grew steadily during the 1590's, until he reached the height of his fame with such fine plays as "Hamlet", "Macbeth" and "King Lear".

Although Shakespeare's sonnets were not published until 1609, it is thought that they were written much earlier.

Shakespeare's plays are eternally young and eternally actable. Their tragedy is profound; their comedy can be wise or gloriously foolish; they have grandeur and the common touch. The name of William Shakespeare has become known throughout the world as a symbol of dramatic poetry at its very best. No writer

in the history of the world has a more intimate knowledge of the human heart. His first comedy "A Midsummer Night's Dream" was produced before the "Queen at Christmas" 1594, and there can be little doubt that "The Tempest" was the last of Shakespeare's plays to appear under his personal supervision. The earliest collected edition of his plays was published seven years after his death, in 1623. This volume, known as the First Folio, included twenty plays that had never been published before.

*Answer the following questions on the Reading Passage:*

1. Who was Britain's greatest dramatist and poet?
2. Where was he born?
3. When did he live?
4. What are the facts about his life?
5. Where is it presumed that he was educated?
6. Who did he marry?
7. What children did they have?
8. What was Shakespeare's real profession?
9. When did his reputation as a dramatist begin to grow?
10. What plays marked the height of his fame?
11. What kind of poems did Shakespeare write?
12. When were they written?
13. What can be said about Shakespeare's plays?
14. What has the name of Shakespeare become throughout the world?
15. When were his collected plays first published?

#### NEW WORDS

<i>dramatist</i>	[ˈdræmətɪst]	<i>tragedy</i>	[ˈtrædʒədi]
<i>vague</i>	[veɪɡ]	<i>profound</i>	[prəˈfaʊnd]
<i>unconfirmed</i>	[ʌnkənˈfə:md]	<i>gloriously</i>	[ˈɡlo:riəsli]
<i>educated</i>	[ˈedʒukeɪtɪd]	<i>grandeur</i>	[ˈɡrændʒuə(r)]
<i>presumed</i>	[priˈzju:md]	<i>throughout</i>	[θru:ˈaʊt]
<i>twins</i>	[twɪnz]	<i>symbol</i>	[ˈsɪmbl]
<i>reputation</i>	[repjuˈteɪʃən]	<i>intimate</i>	[ˈɪntɪmɪt]
<i>steadily</i>	[ˈstedɪli]	<i>supervision</i>	[sju:pəˈvɪʒən]
<i>sonnet</i>	[ˈsɒnɪt]	<i>folio</i>	[ˈfəʊljəʊ]
<i>to publish</i>	[ˈpʌblɪʃ]	<i>unless</i>	[ʌnˈles]
<i>eternally</i>	[ɪˈtə:nəli]	<i>sweepstake</i>	[ˈswi:p-steɪk]
<i>actable</i>	[ˈæktəbl]		

## GRAMMATICAL EXPLANATIONS

### *Oraciones subordinadas condicionales. Secuencia de tiempos.*

En estas oraciones, la realización de lo que decimos en la principal depende de algo de la subordinada.

Van enlazadas por conjunciones tales como: *if, unless, provided, on condition that, supposing*, etc.

La condición que establecen estas oraciones, puede concebirse de tres formas distintas:

1. Considerando como cierto lo expresado en la oración principal.
2. Que lo expresado en la oración principal sea contingente o posible.
3. Admitiendo que lo expresado en la oración principal no es real, y no puede cumplirse o no se ha cumplido.

Todos estos casos dan lugar a las siguientes construcciones:

1. *Future Simple* en la oración principal, con *Simple Present* en la subordinada.
2. *Conditional Simple* en la oración principal, con *Simple Past* en la subordinada.
3. *Conditional Perfect* en la oración principal, con *Past Perfect* en la subordinada.

1. Peter *will buy* it if he *goes* there.  
*Pedro lo comprará si va allí.*
2. Peter *would buy* it if he *went* there.  
*Pedro lo compraría si fuese allí.*
3. Peter *would have bought* it if he *had gone* there.  
*Pedro lo habría comprado si hubiese ido allí.*

Obsérvense las siguientes construcciones también:

*Unless you pay*, I shall write the letter.  
*If you don't pay*, I shall write the letter.  
*If you paid* I should not write the letter.  
*If you had not paid*, I should have written the letter.  
*If you had not made the trip*, you would not have spent your money.

NOTA.—Para una información detallada sobre la Secuencia de Tiempos, y la Coordinación y Subordinación de oraciones; véase el libro 5.º de esta obra.



## *A Joke*

The train arrived at the station just on time. The station master went up to the engine driver and said to him:

"Congratulations! Here is a cigar for you."

"Thank you very much," said the engine driver, "but this is yesterday's train."

## E X E R C I S E S

A) *Put the verb in brackets in the correct tense:*

- |  |  |
|--|--|
| 1. If he (see) you, he would have told your brother.       | 7. They don't want to wait till Mary (come) back.  |
| 2. He will send you a telegram when he (get) there.        | 8. She will not come unless you (go) for her.      |
| 3. We won't do anything till we (know) the truth.          | 9. Send me a letter if he (need) my help.          |
| 4. They would not be able to do it unless you (help) them. | 10. We can go for a walk if it (not rain).         |
| 5. I'm sure he will help you whenever he (can).            | 11. The first time I saw her she (look) beautiful. |
| 6. She would approve of it if she (be) a clever girl.      |  |

B) *Supply the correct verb forms in the following sentences:*

- |  |  |
|--|--|
| 1. If I (be) hungry, I should eat this apple.        | 6. If he (tell) the truth, everything will be better.  |
| 2. If he (not come), she would have got cross.       | 7. It would be wonderful, if we (win) a sweepstake.    |
| 3. He might have got it if he (work) harder.         | 8. If she (put on) this dress, she will look prettier. |
| 4. If he (give up) smoking, his health will improve. | 9. If I (have) the money, I should have flown.         |
| 5. If this cost two dollars, I (buy) it.             | 10. If he (tell) me, I could have helped him.          |

C) *Finish the following sentences:*

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1. He will go there unless .....     | 8. We could have got lost if .....    |
| 2. When you are happy .....          | 9. You cannot get there in two        |
| 3. If Peter had got up earlier ..... | hours unless .....                    |
| 4. If it had not been raining .....  | 10. If he were as rich as you say ... |
| 5. Henry would have passed his       | 11. If Charles had been able to do    |
| examination if .....                 | it .....                              |
| 6. If they had left before .....     | 12. She would have told everybody     |
| 7. It would be better for him if ... | if .....                              |

D) *Translate these sentences into English:*

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| 1. Si el tiempo fuera bueno daría-  | 7. Podrían haberte ayudado si hu-     |
| mos un paseo.                       | biesen querido.                       |
| 2. El no podrá comprarlo a menos    | 8. Si tú no me llamas, no te hubiera  |
| que robe el dinero.                 | visto.                                |
| 3. Ellos no harán nada hasta que    | 9. Si no es por tu ayuda, él no hu-   |
| nosotros lleguemos.                 | biera triunfado.                      |
| 4. Si él fuera más inteligente, no  | 10. No podremos llegar a tiempo si    |
| lo haría.                           | no tomamos el avión.                  |
| 5. Si él supiera nadar, vendría con | 11. Ella me preguntó si yo sabía bai- |
| nosotros.                           | lar bien.                             |
| 6. Cuando él venga, dile que me     | 12. Ellos dijeron que no habían visto |
| espere aquí.                        | a nadie.                              |

E) *Write these sentences in the "Future Perfect Continuous":*

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| 1. He (work) for hours by the time   | 6. I'm sure he (wait) for you a    |
| you come back.                       | long time.                         |
| 2. By next month, she (learn) En-    | 7. I think she (have) lunch with   |
| glish for two years.                 | Margaret.                          |
| 3. Maybe he (get drunk) in the       | 8. Don't worry, they (clean) the   |
| meantime.                            | house.                             |
| 4. Peter has not yet come, he (play) | 9. The boys (ride) on Mr. Brown's  |
| with Henry.                          | horse.                             |
| 5. He (look) for you, I think.       | 10. This is because he (waste) his |
|                                      | time.                              |

## PRONUNCIATION EXERCISE

Cuando una palabra termina por uno de los siguientes sonidos, la letra “ese” que se añade se pronuncia [z]:

[b] *Rubs* [rʌbz], *pubs* [pʌbz], *nibs* [nibz], *disturbs* [dis'tə:bz], *Bob's* [bobz], *robs* [robz].

[d] *Sides* [saidz], *beds* [bedz], *feeds* [fi:dz], *reads* [ri:dz], *Fred's* [fredz], *friend's* [frendz], *friends* [frendz].

[g] *Legs* [legz], *dogs* [dogz], *bags* [bagz], *begs* [begz], *logs* [logz], *eggs* [egz], *figs* [figz].

[v] *Loves* [lʌvz], *lives* [livz], *knives* [naivz], *wives* [waivz], *shaves* [ʃəivz], *thieves* [θi:vz], *gives* [givz].

[z] *Mouths* [mauðz], *paths* [pa:ðz], *bathes* [beiðz], *breathes* [bri:ðz].

[m] *Games* [geimz], *times* [taimz], *comes* [kʌmz], *forms* [fo:mz], *Tom's* [tomz], *combs* [kəʊmz], *bombs* [bomz], *arms* [a:mz].

[n] *Pens* [penz], *hens* [henz], *signs* [sainz], *runs* [rʌnz], *John's* [dʒonz].

[ŋ] *Songs* [soŋz], *kings* [kiŋz], *sings* [siŋz], *belongs* [bi'lɒŋz].

[l] *Meals* [mi:lz], *kills* [kilz], *calls* [ko:lz], *girls* [gə:lz], *girl's* [gə:lz], *girls'* [gə:lz].

## LESSON FOUR

### *Is There a Super Race?*

IS THERE A SUPERIOR RACE? When Adolf Hitler and the Nazi Party were in control of Germany from 1933 to 1945, they were constantly boasting about the superiority of what they called the Aryan race over all other races of people. They were regularly denouncing the Jews as an inferior race. Because of this supposed superiority the Nazi Germans thought they were destined to rule the world. Besides the Nazi Germans, other people have often regarded themselves as superior to other races.

We must ask ourselves some questions. What is meant by a race of people? Is there a pure race? Is one race of people superior to another race?

By a race we mean a group of people who intermarry and who possess certain bodily characteristics which are not possessed by any other group of people. With this in mind we might say the blacks are one race of people, the whites are another, the yellow peoples are another, and the red peoples (Red Indians) are a fourth. But if we look a little more closely we should see it is not so easy as all that. Some "whites" are darker skinned than some "blacks" or "yellows". So it is very difficult to divide people up into races by their colour since there are such variations in each group. It is just as difficult if we take other characteristics. We may say that we can tell a negro by his kinky hair and flat nose. But many "whites" have kinky hair and flat noses!

When we take into account what has been happening through history we soon begin to find that it is practically impossible in this world to find a pure race. We believe that man as we know him today appeared about 50,000 B. C. round about Mesopotamia. Descendants of this type of man soon began to spread throughout the world, and various mutations which occurred produced men with certain different characteristics. As time went on these differing tribes of men intermarried. Because of this intermingling and intermarrying, there is no such thing as a pure race. For example, the English are a mixture of all the people who have invaded and settled down in England: Ancient Britons, Romans, Anglo-Saxons, Vikings, Normans, and a few others. An Englishman must have in him genes which have been handed down to him from all these various peoples.

As far as biologists have been able to prove, there is nothing to show that one group of peoples is superior to another. Intelligence tests have shown that Chinese and Japanese children can be just as intelligent as American and European children. Just as there are intelligent whites and unintelligent whites, so, of course, there are intelligent blacks and unintelligent blacks. Frequently when an intelligence test has been set to whites and blacks in America, there have appeared to be more intelligent whites than intelligent blacks. But this may not be due to heredity; it is almost certainly due to the fact that the whites usually live under better conditions and in a better environment than the blacks.

It is often said that the English are a race of seamen. Because of the exploits of Drake, Reliaigh, and Nelson, some English seem to think they have inherited a superior skill in seamanship. This is not so. It is only because, living on a small island, they have greater opportunity for learning seamanship. But there is a no reason to believe that just because he is English, a Wigan man makes a better seaman than a man from Switzerland which has no sea-coast at all. But it is much more probable that a man from Wigan will have a better chance of going to sea than the man from Switzerland. So here again, it is not a matter of heredity, but of opportunity and environment.

Besides better living conditions and better education, other conditions which have enabled the European or white races to "appear" more intelligent are the temperate climate which makes for easier working conditions, the development of the natural resources—coal, oil, minerals, physical effort, and an intensive cultivation of good soil which has given them abundant food.

Thus we have found that there is probably no such race as a pure race and that no people are naturally superior. But some peoples, just like some individuals, have better opportunities and circumstances than others, and some peoples, like some individuals, do make better use of their opportunities than others.

F. TYRER, *Biology in the Service of Man*.

*Answer the following questions on the Reading Passage:*

1. What was the Nazi party's boast about the German nation?
2. Were the Jews popular in Germany when Adolf Hitler was in power?
3. What did the Nazi Germans think they were destined to be?
4. What is meant by a race of people?
5. What are the four principal races in the world?
6. Is kinky hair a characteristic of negroes?
7. Where did man, as we know him today first appear?

8. How were different men with different characteristics produced?
9. Who were the principal invaders of Great Britain?
10. Can biologists prove that one group of peoples is superior to another?
11. Why do you think that intelligence tests show more intelligent whites than blacks in America?
12. What do the English think is a characteristic of theirs?
13. What do the Germans think is a characteristic of theirs?
14. Where is Wigan?
15. Where is Switzerland?

## NEW WORDS

<i>super</i>	[ˈsju:pə(r)]	<i>practically</i>	[ˈpraktikəli]
<i>superior</i>	[sjuˈpiəriə(r)]	<i>descendant</i>	[diˈsendənt]
<i>constantly</i>	[ˈkɒnstəntli]	<i>mutation</i>	[mjuˈteɪʃən]
<i>to boast</i>	[bəʊst]	<i>tribe</i>	[traɪb]
<i>superiority</i>	[sjuˈpiəriˈɒrɪti]	<i>intermingling</i>	[ɪntəˈmɪŋɡlɪŋ]
<i>Aryan race</i>	[ˈɛəriən ˈreɪs]	<i>biologist</i>	[baɪˈɒlədʒɪst]
<i>regularly</i>	[ˈregjələli]	<i>test</i>	[test]
<i>to denounce</i>	[diˈnaʊns]	<i>to be due</i>	[ˈbi: ˈdju:]
<i>inferior</i>	[ɪnˈfɪəriə(r)]	<i>exploit</i>	[ɪksˈplɔɪt]
<i>to be destined</i>	[ˈbi: ˈdestɪnd]	<i>seamanship</i>	[ˈsi:mənʃɪp]
<i>to regard</i>	[rɪˈɡɑ:d]	<i>resource</i>	[rɪˈso:s]
<i>pure</i>	[pjʊə(r)]	<i>cultivation</i>	[kʌltɪˈveɪʃən]
<i>to intermarry</i>	[ˈɪntəˈmæri]	<i>abundant</i>	[əˈbʌndənt]
<i>variation</i>	[vɛəriˈeɪʃən]	<i>individual</i>	[ɪndɪˈvɪdʒuəl]
<i>kinky</i>	[ˈkɪŋki]		

## GRAMMATICAL EXPLANATIONS

*“Reported Speech”*.—Cuando alguien está hablando y queremos describir lo que esa persona ha dicho, no repetimos sus mismas palabras, sino que referimos lo que aquella persona dijo de esta forma:

*Ernest said that he wanted to buy a car.*

A esto se le llama *Reported Speech* o *Estilo Indirecto*, ya que las verdaderas palabras de Ernesto, que habló en *Direct Speech* o *Estilo Directo*, fueron:

*“I want to buy a car.”*

Antes de ilustrar los distintos casos que pueden presentarse en el *Reported Speech*, veamos las reglas necesarias que hay que observar en la secuencia de tiempos al pasar de *Direct Speech* o Estilo Directo a *Reported Speech* o Estilo Indirecto.

Estas reglas son:

1) Cuando el verbo de la oración principal que va a ponerse en *Reported Speech* está en *Simple Present*, *Present Perfect*, *Present Continuous* o *Future Simple*, no hay cambio de tiempo en el verbo de la oración subordinada al pasar ésta a *Reported Speech*; solamente hay el cambio de persona exigido por la concordancia.

<i>Direct Speech</i>	<i>Reported or Indirect Speech</i>
Mary says, "I want a new dress"	Mary says THAT <i>she wants</i> a new dress.
They have said, "We shall visit your brother"	They have said THAT <i>they will</i> visit <i>my</i> brother.
He is saying, "I have studied my lesson"	He is saying THAT <i>he has</i> studied <i>his</i> lesson.
Peter will say, "I met your cousin"	Peter will say THAT <i>he met my</i> cousin.

NOTA.—Habrá observado el alumno que la conjunción *that* se coloca delante de la oración subordinada cuando ésta ha sido expresada ya en *Reported Speech*. Esto sucede *solamente* cuando se trata de oraciones *afirmativas*.

2) Cuando el verbo de la oración principal que se ha de poner en *Reported Speech* está en el *Simple Past*, el tiempo del verbo de la oración subordinada, en *Reported Speech*, debe concordar con el tiempo del verbo de esta misma oración expresada en *Direct Speech*.

Lógicamente se producen los cambios siguientes:

<i>Direct Speech</i>		<i>Indirect Speech</i>
Simple Present	} <i>Se transforma en</i> }	Simple Past
Present Continuous		Past Continuous
Simple Past		Past Perfect
Present Perfect		Past Perfect
Future Simple		Conditional Simple
Conditional Simple		Conditional Simple
Future Perfect		Conditional Perfect

*Direct Speech**Reported Speech*

"I live in this city"	} He said that {	he lived in this city.
"She is studying music"		she was studying music.
"They went to see you"		they had gone to see me.
"Paul has drawn the picture"		Paul had drawn the picture.
"Peter will meet her at the party"		Peter would meet her at the party.
"Mary would stay with us"		Mary would stay with us.
"Henry will have come back"		Henry would have come back.

OBSERVACIÓN.—Corrientemente, ciertas palabras que expresan cercanía en relación con el lugar o tiempo, se cambian por otras palabras que expresan lejanía.

Así:

<i>this</i>	se transforma en	<i>that</i>
<i>these</i>	" "	<i>those</i>
<i>here</i>	" "	<i>there</i>
<i>now</i>	" "	<i>then</i>

Ex.: Peter said, "I drove *this* bus". Peter said that he had driven *that* bus.

## EXERCISES

A) *Translate into English:*

1. Queremos averiguar la verdad del asunto.
2. No le dejó emborracharse.
3. Asegúrate que todo está aquí.
4. ¿Quién se va a responsabilizar de todo esto?
5. ¿Cuántos automóviles produce esta firma?
6. Quita el gas; será menos peligroso.
7. Corta tú el pan por mí, por favor.
8. Yo nunca abandonaré el proyecto.
9. La tabla cedió y caímos al agua.
10. No quiere devolverlo porque dice que es suyo.
11. Esto sucede dos veces por año.
12. El perro persiguió al gato.
13. ¿Por qué no te apeaste en Oxford Circus?
14. Los dos se arreglaban muy bien.
15. Vámonos, porque se está haciendo oscuro.



B) *Complete the following sentences:*

1. He is helping me and I am helping .....
2. Where are my books? Where did you put .....?
3. We saw them, but they didn't see .....
4. He has two sisters and ..... of them are in England.
5. Tell him who you .....
6. Here are 10 pens. .... is yours?
7. Some girls are pretty, ..... are not.
8. Tomorrow is Thursday and the day ..... is Friday.
9. Elephants ..... fly.
10. Do you think it's ..... rain?
11. I must go now, but you .....
12. Can he swim? I think .....
13. .... old is your brother?
14. I saw "El Cid", but I ..... "Cleopatre".
15. She is ..... her sister. They are very alike.

C) *Cross out the wrong word:*

1. There <sup>is</sup>  
~~are~~ some people in the room.
2. There are <sup>any</sup>  
~~some~~ books on the table.
3. I told him <sup>close</sup>  
~~to close~~ the door.
4. There is <sup>anybdy</sup>  
~~nobody~~ here.
5. I <sup>drink</sup>  
~~am drinking~~ coffee every day.
6. I <sup>am taking</sup>  
~~take~~ sugar in my coffee.
7. We went to the cinema <sup>in</sup>  
~~on~~ Monday.
8. It <sup>rains</sup>  
~~is raning~~ now.

9. I don't like <sup>to dance.</sup>  
to dance.
10. He wants <sup>to go</sup>  
going with us.
11. She <sup>born</sup>  
was born in Madrid.
12. In can hear you <sup>talk.</sup>  
talking.
13. I <sup>have seen</sup>  
saw him yesterday.
14. He <sup>wrote</sup>  
has written six letters since 10 o'clock.
15. I haven't seen him <sup>since</sup>  
for a week.

D) *Put the adverbs in their correct places:*

1. I travel by bus (usually).
2. Mary can swim now (nearly).
3. She knows what to say about it (scarcely).
4. I can't understand (quite).
5. The porter was able to carry my luggage (hardly).
6. We have finished this exercise (almost).
7. I drink my tea with milk (generally).
8. He gets up before half-past nine (never).
9. I go to the pictures (often).
10. I have seen a lion (never).
11. She is a good student (always).
12. I do my homework (usually).
13. I forget my homework (sometimes).
14. They try to work well (always).
15. My friend stays long (never).
16. I am going for a walk (just).
17. She has come in (just).
18. We are very busy (generally).
19. My father goes for a walk on Sundays (often).
20. They have heard of it (never).

E) *Put a number (1-10) in front of the phrases in column 2 which correspond to those in column 1:*

<i>Column 1</i>	<i>Column 2</i>
1. He goes to school	now.
2. He is not going to school	on Sundays.
3. He is coming home	in a box.
4. He comes home	this Sunday.
5. We drive to town	on Saturdays.
6. He keeps his money	this week.
7. He is keeping his money	with a ballpoint pen.
8. We are driving to town	every day.
9. I never write	this afternoon.
10. I am writing a letter	this morning.

F) *Put the following into Reported Speech:*

- Jane said, "I went to see my mother".
- Hugh says, "I'm very hungry".
- Peter says, "I am getting dressed now".
- The mother said, "Eat up your dinner at once".
- The girl said, "I like oranges better than bananas".
- Jane says, "I shall buy some ham for tonight".
- Mr. Bruton will say, "I shall do it tomorrow".
- Mrs. Carter has said, "I have bought a house".
- The policeman said, "The house is on the right".
- The doctor will say, "You smoke too much".
- Jane is saying, "I am going to town with my mother".
- The boys said, "We are very late".
- She said, "May will stay with us".
- Hugh said, "I want to speak to you".
- Mr. Ley will say, "Your homework is very well done".
- Jane has said, "I am very tired".

## LESSON FIVE

*John Milton (1608-1647)*



This great English patriot, poet and pamphleteer, was born in London. His family came from Oxfordshire and his father gave him the best possible education, sending him first to St. Paul's school, London, and later to Cambridge University. When a young man he had a wide knowledge of Greek, Latin, and English literature; he had a great taste for music, was well versed in the Scriptures, and soon knew Italian well enough to compose Italian poems. The Latin poems which he wrote between the ages of 16 and 20 are far more than mere brilliant imitations of the classic and contain much valuable autobiographical material. His first really great poem in English, "On the morning of Christ's Nativity", was finished in 1629. Between the ages of 23 and 28 Milton wrote some of his best-known poems, including "L'Allegro", "Il Penseroso", "Lycidas" (written in memory of his friend, Edward King, who was drowned), and "Comus", a masque. These poems are among the greatest in the English language; but for the next twenty years Milton was actively engaged in politics, and most of his literary output was in prose. His first political pamphlet "Of Reformation in England"

appeared in 1641. "Areopagitica", written by Milton in 1648, is the most eloquent appeal for freedom of publication and of thought ever written in English. In 1665 Milton finished "Paradise Lost", the greatest English epic poem and one of the greatest in any language. "Paradise Regained" (1671) is a shorter and a quieter epic on the theme of Christ's temptations in the wilderness. Its beauty lies in its slow movement, its deliberation, and its dignity. Milton wrote many magnificent sonnets, very different from the conventional Elizabethan love sonnets, for they expressed personal, political and general ideas with the greatest force and economy. Milton died, completely blind, three years after the publications of his great tragic drama-poem "Samson Agonistes".

*Answer the following questions on the Reading Passage:*

1. When was John Milton born?
2. Where was he born?
3. What kind of an education did he receive?
4. What University did he go to?
5. What did he learn as a young man?
6. What was he fond of?
7. How well did he learn Italian?
8. What did he write between the ages of 16 and 20?
9. What was his first really great poem in English?
10. How long was Milton engaged in politics?
11. What was "Areopagitica" about?
12. What was the greatest epic poem that Milton wrote?
13. What is the subject of "Paradise Regained"?
14. What kind of shorter poems did he write?
15. What happened to Milton's sight?

#### NEW WORDS

<i>pamphleteer</i>	[pamfli'tiə(r)]	<i>valuable</i>	['valjuəbl]
<i>knowledge</i>	['nolidʒ]	<i>autobiographical</i>	[o:təubaia'grafikəl]
<i>literature</i>	['litrətʃə(r)]	<i>Nativity</i>	[nə'tiviti]
<i>versed</i>	[və:st]	<i>drowned</i>	[draund]
<i>Scriptures</i>	['skriptʃəz]	<i>masque</i>	[ma:sk]
<i>to compose</i>	[kəm'pəuz]	<i>actively</i>	['aktivli]
<i>brilliant</i>	['briljənt]	<i>engaged</i>	[in'geidʒd]
<i>imitation</i>	[imi'teiʃən]	<i>politics</i>	['politiks]
<i>classic</i>	['klasik]	<i>literary</i>	['litərəri]

<i>output</i>	[ˈaʊtput]	<i>theme</i>	[θi:m]
<i>prose</i>	[prəʊz]	<i>temptation</i>	[temp'teɪʃən]
<i>pamphlet</i>	[ˈpamflɪt]	<i>wilderness</i>	[ˈwɪldənɪs]
<i>eloquent</i>	[ˈeləkwənt]	<i>deliberation</i>	[dɪləbə'reɪʃən]
<i>appeal</i>	[ə'pi:l]	<i>dignity</i>	[ˈdɪgnɪti]
<i>freedom</i>	[ˈfri:dəm]	<i>magnificent</i>	[mæg'nɪfɪsnt]
<i>publication</i>	[pʌbli'keɪʃən]	<i>conventional</i>	[kən'venʃənəl]
<i>epic</i>	[ˈepɪk]		

## GRAMMATICAL EXPLANATIONS

### *Reported Speech* (continuación):

*Oraciones interrogativas.*—Cuando se trata de *oraciones interrogativas* hay que distinguir dos casos:

1) Que la oración la inicie un pronombre interrogativo o un adverbio de interrogación.

2) Que no vaya encabezada por un pronombre interrogativo o adverbio de interrogación.

En el caso 1) dicho pronombre o adverbio, precedidos de *to ask*, hacen de unión entre la oración principal y la subordinada. *No hay inversión*, conservando los distintos elementos de la oración el mismo orden que tenían en la subordinada simple.

#### *Direct Speech*

Peter said to Henry, "Why do you buy it?"

Mary said to Helen, "What are you doing?"

James said to Paul, "Whom have you seen?"

#### *Reported Speech*

Peter *asked* Henry why he bought it.

Mary *asked* Helen what she was doing.

James *asked* Paul whom he had seen.

En el caso 2), cuando la oración interrogativa *no* la inicia un adverbio o pronombre interrogativo, *if* o *whether*, precedidos del verbo *to ask* igualmente, hace de unión entre la oración principal y la subordinada. *Tampoco hay inversión*.

### *Direct Speech*

Peter asked Henry, "Do you like tea?"  
Mary asked Helen, "Are you writing now?"  
James asked Paul, "Have you been to Panama?"  
Ruth asked Jean, "Did he see us?"

### *Reported Speech*

Peter *asked* Henry *if* he liked tea.  
Mary *asked* Helen *if* she was writing then.  
James *asked* Paul *if* he had been to Panama.  
Ruth *asked* Jean *if* he had seen them.

## EXERCISES

### A) *Translate into English:*

1. Si continuas bebiendo te emborracharás.
2. Devuélveme la caja; es mía.
3. ¿Comprendiste lo que dijo aquel hombre?
4. La mayoría de los alumnos aprobaron.
5. El no pudo escaparse, aunque lo intentó.
6. Devuélvelo o te meterás en líos.
7. Si no dejas de perseguirla se enfadará.
8. El ha estado muy enfermo, pero está mejorando.
9. ¿Se ha casado tu amigo ya?
10. El no quiere dejar de fumar.
11. Ella siempre tiene suerte.
12. Tuvieron que posponer el viaje otra vez.
13. Vale la pena intentarlo.
14. Habrá que comprarlo si no queremos enfermar.
15. Creo que te engañaron al comprarlo.

### B) *Put the verbs into the correct tense:*

1. Columbus (discover) America more than 400 years ago.
2. I (not see) you for more than a week.
3. Since when (you know) him?
4. Hugh (not be) here for years!
5. They (come) here a month ago.
6. He (not speak) to me for over three weeks.
7. How long ago (you arrive) here?
8. We (finish) our supper half an hour ago.
9. Jane (not have) a holiday for four years.
10. I (not play) the piano since I was a little boy.
11. Ramón and Antonio (visit) Westminster Abbey a few days ago.

12. My brother (not write) to me for months.
13. I (not see) you since we met a year ago.
14. My youngest brother (get) a new job a week ago.
15. I (buy) one like it a month ago.

C) *Put a number (1-10) in front of the phrases in column 2 which correspond to those in column 1:*

<i>Column 1</i>	<i>Column 2</i>
1. They settled in the States	already.
2. The have settled in Columbia	at eight.
3. I began my work	this minute.
4. Coal became dearer	since the end of last year.
5. They came to Madrid	now.
6. Coal has become dearer	in 1962.
7. They have come to Madrid	recently.
8. I have just finished my work	a week ago.
9. David went to bed	last year.
10. David has gone to bed	at seven.

D) *Put a cross (X) against the correct form in the following:*

1. He gets up early and so <sup>am</sup>  
do I.
2. He needn't go, <sup>must</sup>  
need he?
3. He won't be there, <sup>won't</sup>  
will he?
4. I pushed the chair and it fell <sup>under.</sup>  
over.
5. He has said that, <sup>did</sup>  
has he?
6. I don't know who (he) is (he).
7. I have <sup>take</sup>  
taken your money.
8. Peggy dresses very well, <sup>doesn't</sup>  
don't she?



9. It's not a very nice day today, <sup>isn't</sup><sub>is</sub> it?
10. Poor uncle George hasn't much money, <sup>isn't it</sup><sub>has he</sub> ?

E) *Put the following into Reported Speech:*

1. Hugh said to Jane, "I will answer the phone".
2. Mr. Bruton said to me, "You can do it if you try".
3. Antonio said to Ramón, "I can't play the piano very well".
4. Hugh said to his mother, "I want to speak to you".
5. Mr. Bruton asked me, "Will you come here tomorrow?".
6. Mr. Hickley said to Mr. Pickett, "Have you heard the news?".
7. I asked you, "Has Elizabeth gone to school?".
8. I asked him, "Would you like a glass of beer?".
9. Jane says, "I'm giving a party this week to all my friends".
10. Mary said to Helen, "Have you done your homework?".
11. He asked me, "Where are they waiting?".
12. Jane says, "You may see the photos if you like".
13. They asked me, "Are you coming with us?".
14. He said, "I am not very late".
15. I asked Mr. Bruton, "What is the time?".
16. He said to me, "Have you finished the book?".

### PRONUNCIATION EXERCISE

La letra *s*.

Cuando una palabra termina por uno de los siguientes sonidos se le añade "es", en vez de una "ese" sola, y se pronuncia [iz]:

[s] *Kisses* ['kɪsɪz], *boxes* ['bɒksɪz], *misses* ['mɪsɪz].

[z] *Roses* ['rəʊzɪz], *pleases* ['pli:zɪz], *noises* ['nɔɪzɪz], *loses* ['lu:zɪz], *closes* ['kləʊzɪz].

[ʃ] *Fishes* ['fɪʃɪz], *dishes* ['dɪʃɪz], *finishes* ['fɪnɪʃɪz], *washes* ['wɒʃɪz].

[ʒ] *Garages* ['gærɑ:ʒɪz].

[dʒ] *Bridges* ['brɪdʒɪz], *pages* ['peɪdʒɪz] *judges* ['dʒʌdʒɪz], *George's* ['dʒo:ɢɪz], *changes* ['tʃeɪndʒɪz].

## LESSON SIX

### *Animal Diseases*

The methods used to fight animal diseases are very like those used to fight disease in man. For many years veterinary surgeons have used medicines and drugs, or, where necessary, surgical treatment to cure sickness in animals. Now they can make use of such recent discoveries as penicillin and the sulphonamide drugs. For example, penicillin can be injected in cows to cure a disease which affects their udders. A little sulphapyridine added to the sugar and syrup fed to bees cures a disease which kills off many bees in a hive.

Inoculation, too, is used in the treatment of certain animal diseases. For example, if the weather in spring is inclined to be cold and damp, new-born lambs are liable to suffer from lamb dysentery which kills off large numbers. A lamb drinks milk from its mother, then from the ground it may pick up the micro-organisms which cause lamb dysentery. These pass along the food canal of the lamb, where they find the milk drunk by the lamb excellent for growing in. They therefore increase rapidly in numbers and within forty-eight hours the lamb dies. At one time little could be done about it, but now we inoculate the lambs against the disease. In the biological laboratories where serums are produced, horses are inoculated with lamb dysentery. In the horse's body antibodies are produced and these are drawn off in the form of serum. This is purified and then sold to shepherds for inoculation into new-born lambs.

You may know that if a person is suffering from scarlet fever or diphtheria he will be sent to an isolation hospital to prevent the sickness spreading to other people. Though we do not have isolation hospitals for animals, we do use a form of isolation to prevent infectious disease spreading to other animals. Take foot-and-mouth disease, for example. This is a disease caused by a virus which attacks cattle, sheep, pigs, and other animals. The virus can spread from infected animals to healthy animals by the tiny drops of moisture in the breath. It can also be spread by the excreta from infected animals, or by their drinking-troughs. If, then, healthy cattle walk across a field where infected cattle have been, it is almost certain they will pick up the virus on their feet and mouth, and spread it to any other field. Farmhands even, walking across the infected field, can spread it to other fields, or they can spread it from their hands if they have had to handle infected animals.

One other method of fighting animal diseases must be referred to, and that is the destruction of insects which are the means of spreading animal diseases. They do not themselves spread the actual disease, but they do spread the viruses, bacteria, and the protozoa which cause the diseases. One of the most serious diseases in Africa, killing off large numbers of cattle, is caused by a micro-organism called a trypanosome, carried by the tsetse fly. The tsetse fly feeds on the blood of cattle. If it feeds on the blood of an infected cow it will pick up large numbers of trypanosomes. The tsetse fly will not itself be affected, but when feeding on a healthy cow, first pierces the skin, injects saliva into the wound, and then sucks the blood. It is the saliva which contains the trypanosomes and thus another cow is infected. So serious is the menace of the tsetse fly that huge areas of Africa which could be used for rearing large herds of cattle are simply left as useless bushland. Indeed, it is one of the main causes of poverty and malnutrition amongst many African native tribes, since they suffer severe losses in their cattle.

The most obvious way of attacking this disease is by destroying the tsetse fly which carries the trypanosomes. Various methods are used, amongst which are the use of tsetse fly traps, the clearing of forests and bushes which the tsetse fly seems to prefer, and the spraying of insecticides such as Gammexane and DDT.

The most recent and what will probably be the most successful weapon against the disease in cattle spread by the tsetse fly is the new drug, anttrycide, which can be injected to cure or to immunise cattle.

The prevention and cure of disease in cattle and domestic animals is really only in its early stages. We have still much to learn.

F. TYRER, *Biology in the Service of Man*.

*Answer the following questions on the Reading Passage:*

1. Can modern medicines be used to cure animal diseases?
2. When are lambs generally born?
3. How is lamb dysentery treated?
4. What animals are inoculated with lamb dysentery to produce the serum?
5. What happens to a person suffering from scarlet fever?
6. Are there isolation hospitals for animals?
7. Have you ever had diphtheria?
8. What is the name of a very serious animal disease?
9. How is this disease caused?
10. Can farmhands spread this disease?

11. What is an efficient way of fighting animal diseases?
12. What is one of the most serious diseases of Africa?
13. Do you know what sleeping sickness is?
14. How does the tsetse fly transmit this disease?
15. What is one of the main causes of malnutrition among African native tribes?

## NEW WORDS

<i>method</i>	[ˈmeθəd]	<i>isolation</i>	[aɪsəˈleɪʃən]
<i>disease</i>	[diˈziːz]	<i>sickness</i>	[ˈsɪknɪs]
<i>surgeon</i>	[ˈsəːdʒən]	<i>foot-and-mouth disease</i>	[ˈfʊt ən ˈmaʊð diˈziːz]
<i>drug</i>	[drʌg]	<i>cattle</i>	[ˈkatl]
<i>surgical</i>	[ˈsəːdʒɪkəl]	<i>tiny</i>	[ˈtaɪni]
<i>treatment</i>	[ˈtriːtmənt]	<i>moisture</i>	[ˈmoɪstʃə(r)]
<i>to inject</i>	[ɪnˈdʒekt]	<i>excreta</i>	[eksˈkriːtə]
<i>to cure</i>	[kjuə(r)]	<i>drinking-trough</i>	[ˈdrɪŋkɪŋtroʊf]
<i>udder</i>	[ˈʌdə(r)]	<i>protozoa</i>	[prəʊtəˈzəʊə]
<i>syrup</i>	[ˈsɪrəp]	<i>trypanosome</i>	[ˈtrɪpənəsəʊm]
<i>hive</i>	[haɪv]	<i>to pierce</i>	[pɪəs]
<i>damp</i>	[dʌmp]	<i>menace</i>	[ˈmenəs]
<i>new-born</i>	[ˈnjuːboːn]	<i>to rear</i>	[riə(r)]
<i>liable</i>	[ˈlaɪəbl]	<i>herd</i>	[həːd]
<i>to inoculate</i>	[ɪˈnɒkjuleɪt]	<i>bushland</i>	[ˈbʊʃlænd]
<i>laboratory</i>	[ləˈbɒrətəri]	<i>poverty</i>	[ˈpɒvəti]
<i>serum</i>	[ˈsɪərəm]	<i>trap</i>	[trʌp]
<i>to draw off</i>	[ˈdroː ˈɒf]	<i>to spray</i>	[spreɪ]
<i>to purify</i>	[ˈpjʊərɪfaɪ]	<i>weapon</i>	[ˈwepən]
<i>scarlet fever</i>	[ˈskaːlɪt ˈfiːvə(r)]	<i>to immunise</i>	[ɪˈmjuːnaɪz]

## GRAMMATICAL EXPLANATIONS

*“Reported Speech”* (continuación):

*Oraciones de imperativo.*—Cuando se trata de oraciones de imperativo positivo, el verbo de la oración en *Reported Speech* toma “to”, y un verbo tal como *tell, order, command, ask*, etc., precede a la oración subordinada.

Observe el alumno que ésta es la forma de expresar el subjuntivo español en inglés detrás de los verbos que, como los indicados, denotan orden, ruego, mandato o deseo.

### *Direct Speech*

Peter said to Paul, "Put my books there"

Henry said to the children, "Keep quiet"

Helen said to the waiter, "Please bring me another cake"

### *Reported Speech*

Peter *told* Paul (him) *to put* his books there.

Henry *told* the children (them) *to keep* quiet.

Helen *asked* the waiter *to bring* her another cake.

Cuando se trata de oraciones de *imperativo negativo* se coloca *not* delante del infinitivo con "*to*" del verbo de la oración en *Reported Speech*, y se procede como en el caso anterior.

### *Direct Speech*

Henry said to Peter, "Do not write with my pen"

Paul said to me, "Do not smoke now"

Mary said to James, "Do not speak to me"

### *Reported Speech*

Henry *told* Peter *not to write* with his pen.

Paul *told* me *not to smoke* then.

Mary *told* James *not to speak* to her.

## EXERCISES

A) Write the following sentences in *Reported Speech*:

1. He said to me, "I shall write to you".
2. He said, "Your brother came late".
3. Mrs. Green said, "I'll buy it for you".
4. Helen asked, "Will you do it?".
5. He asked me, "How could you live there?".
6. Henry to Peter, "Come with me tomorrow".
7. Henry asked Mary, "What is she studying now?".
8. My mother said to Henry, "Don't touch it with your hands".

9. Peter asked Henry, "Have you done your homework?".
10. She asked me, "Is there any milk left?".
11. Peter said, "I'm glad to have done it".
12. Peter asked, "Must I study this lesson too?".
13. Mary asked, "Has your friend been to Rome?".
14. He said, "I have never flown by jet".
15. Peter asked Henry, "Did you forget to take it?".

B) *Translate into English:*

- |   |   |
|---|---|
| 1. Queremos averiguar la verdad del asunto.     | 8. Yo nunca abandonaré el proyecto.               |
| 2. No le dejó emborracharse.                    | 9. La tabla cedió y caímos al agua.               |
| 3. Asegúrate que todo está aquí.                | 10. No quiere devolverle porque dice que es suyo. |
| 4. ¿Quién se va a responsabilizar de todo esto? | 11. Esto sucede dos veces por año.                |
| 5. ¿Cuántos automóviles produce esta firma?     | 12. El gato persiguió al ratón.                   |
| 6. Quita el gas; ya no es necesario.            | 13. ¿Por qué no te apeaste en Bond Street?        |
| 7. Corta tú la carne por mí, por favor.         | 14. Los dos se arreglaban muy bien.               |
|   | 15. Vámonos, porque se está haciendo tarde.       |

C) *Complete the Past Continuous form in the following:*

1. The light went out while we (have) lunch.
2. She finished the housework while she (cook) the lunch.
3. I took another chocolate when you (not look).
4. I (read) a book when he came in.
5. It (rain) when we went out.
6. He (sit) in the garden when the house fell down.
7. When you came in I (write).
8. He (walk) across the bridge when his hat blew off.
9. The bus started while I (get) on.
10. When I (listen) to the wireless last night, I heard a loud scream.
11. I came in while he (write).
12. It (rain) this morning when I got up.
13. He (work) all day yesterday.
14. When I arrived at his house he still (sleep).
15. The boy jumped off the bus while it (move).
16. The fire still (burn) at eight o'clock last night.

D) *There are blanks in the following sentences. Fill them with the right possessives:*

Ex.: Which of the hats is Mary's?  
Hers is the one on the table

1. Which of these pens is Mr. Smith's? ..... is the one on the desk.
2. Which of these books is yours? ..... is the blue one.
3. Which of these pencils is the girl's? ..... is the one on the chair.
4. Is the girl your friend? No, she is not ..... friend.
5. Where is my pencil? ..... pencil is in your pocket.
6. Which is Miss Robinson's bicycle? ..... is the one beside the wall.
7. Is your pen black? Yes, ..... is black.
8. Where is the boy's hat? ..... hat is hanging on the door.
9. Which of these hats is mine? ..... is the grey one.
10. Which of these boxes is Mrs. Black's? ..... is the white one.

E) *Composition:*

Write a composition of about 100 words to an American friend whom you wish to invite for a fortnight's visit to your home in Venezuela, Colombia, Mexico, Peru, Spain, etc.

(Meet at the airport; go on a trip; see the sights; countryside; friendly people; learn language; bullfight; history.)

## LESSON SEVEN

*Oliver Goldsmith (1728-1774)*



The reverend Oliver Goldsmith and his wife Ann lived in a cottage in the little Irish village of Pallas. They had eight children, but only six lived to grow up. Oliver, who became a fine writer, was born on 10th November in 1728. When Goldsmith was six years old he went to the village school but his schoolmaster found him dull and backward, and he was small and ugly. However, he progressed slowly and his father decided to send him to Trinity College, Dublin, when he was 16 years old. The Goldsmith family were very poor and Oliver, to make a little money, wrote gay ballads and sold them at five shillings each. Oliver's uncle then suggested that he should become a doctor and gave him money to travel to Scotland to study medicine, and Goldsmith never returned to Ireland. He travelled in Holland and Belgium and walked through Flanders into France and thence to Germany, Switzerland, and across the Alps to Italy. On 1st February 1756 he reached London where he lived for the rest of his life. He became a journalist and made his reputation by writing essays for a magazine called "The Bee". With the help of Dr. Johnson, Goldsmith sold the only novel



he ever wrote "The Vicar of Wakefield" for sixty pounds. The book is largely autobiographical and the Vicar himself is a portrait of Oliver's father and kind Uncle. A fine comedy "She Stoops to Conquer" added to Goldsmith's reputation as did a long poem, describing 18th century rural England: "The Deserted Village".

*Answer the following questions on the Reading Passage:*

1. What was Oliver Goldsmith?
2. Where did he and his wife live?
3. What kind of a family did they have?
4. When was Goldsmith born?
5. When did he first go to school?
6. What did his schoolmaster find him to be?
7. Where did his father decide to send him?
8. What did Goldsmith have to do to make money?
9. Who suggested that he should become a doctor?
10. Where did he go to study medicine?
11. What did he do after that?
12. How did he travel?
13. Where did he finally settle down?
14. What did he become?
15. What was the only novel he ever wrote?

## NEW WORDS

<i>reverend</i>	[ˈrevərənd]	<i>essay</i>	[ˈesei]
<i>backward</i>	[ˈbəkwəd]	<i>portrait</i>	[ˈpo:trit]
<i>to progress</i>	[prəuˈgres]	<i>to stoop</i>	[stu:p]
<i>gay</i>	[gei]	<i>deserted</i>	[diˈzə:tid]
<i>ballad</i>	[ˈbæləd]	<i>rural</i>	[ˈruərəl]
<i>thence</i>	[ðens]	<i>rude</i>	[ru:d]
<i>journalist</i>	[ˈdʒə:nəlist]	<i>ungrateful</i>	[ʌnˈɡreɪtful]
		<i>psychiatrist</i>	[saɪˈkaɪətrɪst]

## GRAMMATICAL EXPLANATIONS

*Verbos defectivos.*—Verbos defectivos son los que carecen de algunos de sus tiempos. Se les llama también *anómalos*, por *no* comportarse de forma regular, como lo hace el resto de los verbos ingleses.

Los verbos defectivos que vamos a tratar son:

## CAN - MAY - MUST - OUGHT TO - SHOULD - WILL

("Have" es anómalo, aunque tiene todos los tiempos, y "s" en la tercera persona.)

Las principales características de los Verbos Defectivos son:

1. No tienen infinitivo, ni participio pasivo, ni gerundio. Por lo tanto, tienen que valerse de otro verbo auxiliar en todos los tiempos en que ellos son defectivos, es decir, en todos sus tiempos compuestos, puesto que carecen de infinitivo y participio.
2. Tienen solamente uno o dos tiempos.
3. No admiten "s" en la tercera persona singular del "*Simple Present*".
4. Hacen su interrogativa simplemente por *inversión*.
5. Forman su negativa agregando *not* a la forma positiva.
6. Rigen al infinito *sin "to"*, excepto *ought*.

Obsérvense las características (3 y 6) en los siguientes ejemplos:

My brother can buy the car now. (*can*, verbo defectivo)

My brother wants to buy the car now. (*want*, verbo normal)

### Verbo CAN

Tiempo presente: *can*.

Tiempo pasado: *could*.

Verbo auxiliar: *to be able to*.

Significados: 1.—*ability, faculty, capacity* = *to know how to* = poder, saber.  
2.—*permission*.

Con el significado (1).

Henry *can* climb this tree quite easily.

Pat *could* play the piano well when she was eight years old.

He has not *been able* to visit the flower show with me.

My father will *be able* to send the money he needs.

Con el significado (2)

Of course, you *can* have another cake if you want one.

He did not object, and said they *could* start at once.

OBSERVACIÓN.—La negativa de *can* es *cannot*, todo en una palabra. La contracción es *can't*.

El verbo *can* se emplea para expresar *permiso*, especialmente en el presente simple y pasado simple. No obstante, puede ser que el permiso otorgado se realice en el futuro: *He "can" do it tomorrow when he returns.*

En los demás tiempos compuestos se hace con el verbo auxiliar *to be allowed* o *to be permitted*.

Ej.: *He will be allowed to open the box immediately.*—El podrá abrir la caja inmediatamente.

### Conjugación del verbo CAN

I can	= I am able	= <i>Simple Present</i>
*I could	= *I was able	= <i>Simple Past</i>
_____	I have been able	= <i>Present Perfect</i>
_____	I had been able	= <i>Past Perfect</i>
_____	I shall be able	= <i>Future Simple</i>
I could	= I should be able	= <i>Conditional Simple</i>

NOTA.—Cuando existen las formas \*, sobre todo en el pasado, pueden tener sentidos distintos que no son intercambiables. Hay que distinguir siempre entre la habilidad potencial para hacer una cosa y la consecución o logro de la misma.

Así: *I could* = tuve la habilidad para hacerlo; *I was able* = logré hacerlo.

### A Joke

A farmer took his brother to see a psychiatrist.

"My brother thinks he's a hen," he explained.

"Good heavens!" said the psychiatrist. "How long has this been going on?"

"For about five years, doctor," replied the farmer.

"And you did nothing about it?"

"Nothing, doctor, nothing."

"Why didn't you bring your brother to see me sooner?"

"Well, to tell you the truth, doctor," said the farmer, "we needed the eggs."

## EXERCISES

A) *Complete the following, using the pronoun "that" or "which" as required:*

1. This is the book ..... I have never read.
2. He was rude to Henry, ..... was ungrateful of him.
3. He is a man ..... you will not meet with every day.
4. All the people ..... were in the room died.
5. Is there anything ..... I can do about it?
6. He showed me ..... of the flowers I could have.
7. You're a lazy fellow, ..... I do say!
8. I cannot believe ....., ..... of them ought I to believe?

B) *Complete the Past Continuous form in the following:*

1. I (read) a book when he came in.
2. The sun (shine) when we went out.
3. He (sit) in the garden when the house fell down.
4. When you came in I (write).
5. I came in while he (write).
6. It (rain) this morning when I got up.
7. He (work) all day yesterday.
8. Who you (talk) to in the club last night when I asked you for a cigarette?
9. We (live) in France when the war began.
10. When I arrived at his house he still (sleep).

C) *Put the verb in the correct tense and insert "since" or "for":*

1. .... the last two years food (be) very dear.
2. Coal (become) dearer ..... the end of last year.
3. I (write) ten letters ..... breakfast.
4. .... last year the streets (become) more crowded.
5. "You (see) my sister lately?" "Not ..... three or four days".
6. "You (take) your friend out to tea recently?" "Not ..... last week".
7. I (not see) him ..... more than a week.
8. "How long you (wait)?" "..... half an hour".
9. How long that fire (burn)?" "..... last night."
10. "You (wait) long?" "No, not ..... long."

D) *Put in the missing words:*

1. We must buy some shirts ..... they become dearer.
2. This coat will lose its colour ..... it's washed.
3. He will sell the cloth ..... the price rises.
4. I shall wait ..... the price falls.
5. He will stay here ..... you come.
6. I'll come and see you ..... I have time.
7. We shall be ready ..... you are.
8. I'll write to you ..... I leave England.
9. These men will fight ..... they die.
10. .... I live, I shall always remember his face.
11. You will be able to play the piano ..... you like.
12. Don't buy apples ..... they become cheaper.
13. We shall go ..... he is ready.
14. He will speak to you ..... you come in.
15. You must wait ..... the light changes to green.

E) *What is the opposite of:*

- |                 |                             |       |
|-----------------|-----------------------------|-------|
| 1. "tall"?      | The opposite of tall is     | ..... |
| 2. "to open"?   | The opposite of to open is  | ..... |
| 3. "big"?       | The opposite of big is      | ..... |
| 4. "good"?      | The opposite of good is     | ..... |
| 5. "to buy"?    | The opposite of to buy is   | ..... |
| 6. "long"?      | The opposite of long is     | ..... |
| 7. "young"?     | The opposite of young is    | ..... |
| 8. "to bring"?  | The opposite of to bring is | ..... |
| 9. "new"?       | The opposite of new is      | ..... |
| 10. "to begin"? | The opposite of to begin is | ..... |

F) *Put in the correct form of "can" or "to be able":*

- |  |   |
|--|---|
| 1. She ..... speak five languages.                 | 6. You ..... borrow that book whenever you wanted to. |
| 2. They ..... swim very well when they were young. | 7. I ..... meet you on Saturday.                      |
| 3. I ..... not go out to dances until I am older.  | 8. I ..... to put it on the top shelf.                |
| 4. They ..... to buy a car next year.              | 9. He ..... to run half a mile before he was caught.  |
| 5. They ..... to see it if they came here.         | 10. I ..... to send you the money you need tomorrow.  |

- |   |  |
|---|--|
| 11. We ..... see the park from our house.           | 14. My sister ..... cook very well.                  |
| 12. We ..... to see the sea a little further on.    | 15. I ..... to play the piano when my arm is better. |
| 13. Mr. Bruton ..... to finish a book in two weeks. | 16. I ..... to climb that tree.                      |

## PRONUNCIATION EXERCISE

La letra *s*.

Cuando una palabra termina por sonido vocal, la “ese” que se añade se pronuncia [z]. Nótese que cuando una palabra termina por las letras “erre”, “v” doble o “y” griega, fonéticamente se considera vocal:

*Stars* [sta:z], *cows* [kauz], *potatoes* [pə'teɪtəʊz], *armies* ['a:mɪz], *sees* [si:z], *boys* [boɪz], *boy's* [boɪz], *boys* [boɪz], *teachers* ['ti:tʃəz] *teacher's* ['ti:tʃəz], *teachers'* ['ti:tʃəz], *Joe's* [dʒəʊz], *Mary's* ['mɛəri:z], *knows* [nəʊz], *goes* [gəʊz], *sows* [saʊz], *agrees* [ə'gri:z], *remembers* [rɪ'membəz], *laws* [lo:z], *shoes* [ʃu:z].

## LESSON EIGHT

### *The Vicar of Wakefield*

We set forward from this peaceful neighbourhood and walked on slowly. My eldest daughter being enfeebled by a slow fever, which had begun some days to undermine her constitution, one of the officers who had a horse kindly took her behind him; for even these men cannot entirely divest themselves of humanity. My son led one of the little ones by the hand, and my wife the other, while I leaned upon my youngest girl, whose tears fell, not for her own, but my distresses.

We were now got from my late dwelling about two miles, when we saw a crowd running and shouting behind us, consisting of about fifty of my poorest parishioners. These, with dreadful imprecations, soon seized upon the two officers of justice, and swearing (that) they would never see their minister go to gaol while they had a drop of blood to shed in his defence, were going to use them with great severity. The consequence might have been fatal, had I not immediately interposed, and with some difficulty rescued the officers from the hands of the enraged multitude. My children, who looked upon my delivery now as certain, appeared transported with joy, and were incapable of containing their raptures. But they were soon undeceived, upon hearing me address the poor deluded people, who came, as they imagined, to do me service.

"What! my friends", cried I, "and is this the way you love me? Is this the manner you obey the instructions I have given you from the pulpit? Thus to fly in the face of Justice, and bring down ruin on yourselves and me? Which is your ringleader? Show me the man that has thus seduced you. As sure as he lives he shall feel my resentment. Alas! my poor deluded flock, return back to the duty you owe to God, to your country and to me. I shall yet perhaps one day see you in greater felicity here, and contribute to make your lives more happy. But, let it at least be my comfort, when I pen my fold for immortality, that not one here shall be wanting".

They now seemed all repentance, and melting into tears, came one after the other to bid me farewell. I shook each tenderly by the hand, and leaving them my blessing proceeded forward without meeting any further interruption.

Some hours before night, we reached the town, or rather village, for it consisted but of a few mean houses, having lost all its former opulence, and retaining no marks of its ancient superiority but the gaol.

OLIVER GOLDSMITH.

*Answer the following questions on the Reading Passage:*

1. How did they leave the neighbourhood?
2. Who was still weak?
3. What did one of the officers do?
4. What did the Vicar's son do?
5. What did his wife do?
6. What did his youngest daughter do?
7. How far had they got from their previous house?
8. What did they see?
9. Who were they?
10. What did they do?
11. What did they swear they would never do?
12. Who rescued the officers?
13. How did his children react?
14. How did his late parishoners react after hearing him?
15. What was their destination like?

## NEW WORDS

<i>to set forward</i>	[ˈset ˈfo:wəd]	<i>gaol</i>	[dʒeɪl]
<i>peaceful</i>	[ˈpi:sfʊl]	<i>to shed</i>	[ʃed]
<i>neighbourhood</i>	[ˈneɪbəhʊd]	<i>severity</i>	[səˈverɪti]
<i>enfeebled</i>	[ɪnˈfi:bld]	<i>fatal</i>	[ˈfeɪtəl]
<i>fever</i>	[ˈfi:və(r)]	<i>to interpose</i>	[ɪntəˈpəʊz]
<i>to undermine</i>	[ʌndəˈmaɪn]	<i>enraged</i>	[ɪnˈreɪdʒd]
<i>constitution</i>	[kənstiˈtju:ʃən]	<i>multitude</i>	[ˈmʌltɪtju:d]
<i>to divest</i>	[daɪˈvest]	<i>delivery</i>	[dəˈlɪvəri]
<i>humanity</i>	[hjuˈmænɪti]	<i>raptures</i>	[ˈræptʃəz]
<i>distress</i>	[dɪˈtres]	<i>deluded</i>	[dɪˈlu:did]
<i>parishoners</i>	[pəˈrɪʃənəz]	<i>pulpit</i>	[ˈpʌlpɪt]
<i>dreadful</i>	[ˈdredfʊl]	<i>ruin</i>	[ˈru:ɪn]
<i>imprecations</i>	[ɪmprəˈkeɪʃənz]	<i>ringleader</i>	[ˈrɪŋˈli:də(r)]



<i>resentment</i>	[ri'zentmənt]	<i>to pen</i>	[pen]
<i>flock</i>	[flok]	<i>repentance</i>	[ri'pentəns]
<i>to owe</i>	[əu]	<i>to melt</i>	[melt]
<i>felicity</i>	[fə'lisiti]	<i>to bid farewell</i>	['bid 'fɛəwel]
<i>fold</i>	[fəʊld]	<i>blessing</i>	['blesɪŋ]
<i>comfort</i>	['kʌmfət]	<i>opulence</i>	['ɒpjuləns]

## GRAMMATICAL EXPLANATIONS

*Verbos defectivos (continuación):*

### Verbo MAY

Tiempo presente	= <i>may</i>	} denotando cierto grado de posibilidad, no es cuestión de si es factible o no.
Tiempo pasado	= <i>might</i>	
Verbos auxiliares	1- <i>to be possible</i>	
	2- <i>to be allowed</i> = = <i>to be permitted.</i>	

Significado: 1-*possibility*; 2-*permission*.

*Con el significado (1):*

It *may* be better than you think.

You *may* ask a thousand people without getting a right answer.

She *might* bring her cat with her next time.

OBSERVACIÓN.—Aunque decimos que el auxiliar *may* en la *posibilidad* es el verbo *to be possible*; las formas *may* y *might* son las más empleadas también para denotar un tiempo futuro. *May* y *might* expresan, respectivamente, grados mayores y menores de probabilidad.

He *may* get it tomorrow = It is possible that he will get it tomorrow.

Things *might* turn worse soon = It is just possible that things may turn worse soon.

Para expresar una posibilidad que tuvo lugar en el pasado o todavía existe, se usan las expresiones siguientes:

*may have* + participio del verbo principal.

*might have* + participio del verbo principal. (posibilidad más remota)

Your brother *may have seen* us as we did not hide.

This his what we *might have done* with the money you wasted.

Pues las expresiones españolas: *pudo vernos*, *puede ser que nos haya visto*, *puede habernos visto*, tienen el mismo valor al traducirlas al inglés.

NOTA.—*May* expresa también *deseo* en oraciones de subjuntivo cuando inicia la oración significando: ojalá, quiera Dios, etc.

*May* your dreams come true = *Ojalá que se realicen tus sueños*.

*May* God grant your prayer = *Ojalá Dios te conceda tu petición*.

*Con el significado (2):*

*May* I do it once more?

You *may* do it, but don't tell anybody.

Mrs. Wilson said that we *might* remain out for a few minutes more.

Peter has *been allowed* to come with us.

Mary will *be allowed* to go dancing this evening.

Conjugación del verbo *may* (con el significado (2), *permission*):

I may	= I am allowed	= <i>Simple Present</i>
I might (in reported	= I was allowed	= <i>Simple Past</i>
speech)	I have been allowed	= <i>Present Perfect</i>
_____	I had been allowed	= <i>Past Perfect</i>
_____	I shall be allowed	= <i>Future Simple</i>
_____	I should be allowed	= <i>Conditional Simple</i>

## EXERCISES

A) *Supply the correct Past Tense of the verbs in brackets:*

1. He (sit) in a café when I (see) him.
2. When I (go) out the sun (shine).
3. The boy (fall down) while he (run).

4. When the war (begin) we (live) in London.
5. The light (go out) while I (have) tea.
6. I (have) tea when the light (go out).
7. My friends (sing) when I (come) into the room.
8. While you (play) the piano I (write) a letter.
9. When I (be) at school I (learn) Latin. ("To be" has no continuous form.)
10. He (eat) his dinner when I (go) to see him.

B) *Supply the correct tense (Present, Past, or Present Perfect):*

1. When I (see) him he (sit) asleep in a chair.
2. I suppose you (hear) the latest news. John (marry) that horrible Smith girl yesterday.
3. The sun (shine) for the last half-hour and the wind (drop).
4. He (write) a letter now.
5. He already (write) two letters this morning.
6. He (write) a lot of letters yesterday.
7. We (not play) tennis together since last May.
8. I (go) away last week-end.
9. You (see) my fountain-pen? I (lose) it.
10. I (learn) English for the last two years, and now I (study) Russian, too.

C) *Ask and answer each of the following questions:*

1. Who has to wash clothes?
2. Who has got to come to school every day?
3. Who will have to practise if he wants to learn English?
4. When did you have to start school?
5. When will you have to leave school?
6. When will you have to start work?
7. When mustn't you talk?
8. When must you be silent?
9. When will you have to sit for your examination?
10. What do you have to do when the teacher comes in?
11. What must you do when you go to bed?
12. What work did you have to prepare for today?
13. What mustn't you do if you find something on the floor?
14. Where does a cook have to work?
15. Where have you got to go if you want to take a boat for Europe?

D) *Re-make these sentences, using "too":*

1. It's very cold; we can't go out.
2. This book is very difficult; I can't read it.
3. She came very late; the lesson was over.
4. This hat is very big; he's only a little boy.
5. It's very far; we can't walk.
6. He's very stupid; he can't understand.
7. It's very small; this is a big room.
8. This mountain is very high; we can't climb it.
9. It's very good; it can't be true.
10. It's very dark; I can't see anything.

E) *Put in the correct form of "may" or "to be allowed":*

- |  |  |
|--|--|
| 1. It ..... rain this afternoon, but I don't think so. | 9. They have ..... to do it.                                   |
| 2. She ..... come at any moment.                       | 10. She said that she ..... buy a car.                         |
| 3. Will she ..... to do it?                            | 11. You ..... ask ten people without getting the right answer. |
| 4. He ..... to eat everything when he gets better.     | 12. .... I go out? Yes, you .....                              |
| 5. .... we go to the cinema this afternoon?            | 13. I ..... to enter the bank.                                 |
| 6. He ..... be there by now?                           | 14. You ..... have told me before.                             |
| 7. .... your dreams come true!                         | 15. Were you ..... to go there alone?                          |
| 8. She will ..... to go dancing tomorrow.              | 16. You ..... do it if you want to.                            |

## LESSON NINE

*Jonathan Swift (1667-1745)*



Jonathan Swift was born in Ireland, but of English parents. His father had died before he was born, and Swift was brought up by an uncle, who sent him to Trinity College, Dublin, to study, but Swift would have preferred to go to an English University. When he was 27 years old, Swift became a clergyman, hoping through his friends to win a high place in the Church. When his hopes failed, Swift turned seriously to writing. Although Swift wrote "Gulliver's Travels", a fine story, full of humour, he was a bitter, disappointed man who, in spite of many friends and the success of his work, suffered much unhappiness, and ended his life, completely mad.

Swift's political and satirical writings won him the reputation of being the most brilliant wit in London, admired by his friends and feared by his enemies. The tenderness of his letters to his young friend Esther Johnson (The Journal to Stella), full of affection, charm and witty nonsense, makes it easy to understand why people loved him.

Swift wrote "Gulliver's Travels" in 1726, which, although it was not written as a children's book, has become one of the greatest children's classics in the English language.

Although Swift spent most of his life mocking the human race, he showed great affection for many individual people.

*Answer the following questions on the Reading Passage:*

1. Where was Jonathan Swift born?
2. What nationality were his parents?
3. When did his father die?
4. Who brought him up?
5. Where did he study?
6. What did he become?
7. What did he begin to do when his hopes failed him?
8. What famous book did Swift write?
9. What kind of a man was Swift?
10. How did he end his life?
11. What kind of writings did Swift do?
12. What reputation did they bring him?
13. What was the characteristic of the letters he wrote to his young friend?
14. Was "Gulliver's Travels" written as a children's book?
15. Did Swift have many friends?

#### NEW WORDS

<i>clergyman</i>	[ˈklɜːdʒimən]	<i>tenderness</i>	[ˈtendənɪs]
<i>seriously</i>	[ˈsɪəriəsli]	<i>journal</i>	[ˈdʒɜːnəl]
<i>Gulliver's Travels</i>	[ˈɡʌlɪvəz ˈtravəlz]	<i>charm</i>	[tʃɑːm]
<i>humour</i>	[ˈhjuːmə(r)]	<i>witty</i>	[ˈwɪti]
<i>bitter</i>	[ˈbɪtə(r)]	<i>nonsense</i>	[ˈnɒnsəns]
<i>disappointed</i>	[dɪsəˈpɔɪntɪd]	<i>classics</i>	[ˈklæsɪks]
<i>success</i>	[sʌkˈses]	<i>to mock</i>	[mɒk]
<i>unhappiness</i>	[ʌnˈhæpɪnɪs]	<i>individual</i>	[ɪndɪˈvɪdʒuəl]
<i>satirical</i>	[səˈtɪrɪkəl]	<i>plough</i>	[plau]
<i>wit</i>	[wɪt]	<i>candidate</i>	[ˈkændɪdeɪt]
<i>admired</i>	[ədˈmaɪəd]	<i>to elect</i>	[ɪˈlekt]
<i>feared</i>	[fiəd]		

## GRAMMATICAL EXPLANATIONS

*Verbos defectivos* (continuación):

### Verbo MUST

Tiempo presente: *must* (y también fuera de este tiempo).

Tiempo pasado: *carece*.

Verbo auxiliar: *to have to*.

Significados: 1.- *Obligation, necessity*  
2.- *Deduction*.

Obligación (de las que reconoce el que habla, como lo haría cualquier hombre razonable).—Expresión de la voluntad del que habla.

*Con el significado (1):*

He *must* work if he wants to be paid.

In the army, you *must* take the guard sometimes.

They said that I *must* wait here for one hour.

If you want to visit Edinburgh, you *must* go to Scotland.

They *must* take the plane to get there as soon as possible.

*Con el significado (2). Hipótesis evidente:*

This boy *must* be clever, he gets very good marks at his school.

My friend *must* swim very well, he swam the English Channel last year.

La deducción en el pasado se expresa por medio de:

*must have* + participio del verbo principal.

He *must have seen* my brother = El *debió ver* a mi hermano.

Mrs. Lawson *must have been* a pretty girl = La Sra. Lawson *debe haber sido* (*debió ser*) una linda muchacha.

NOTA.—En lugar de *must not*, que indica prohibición, se emplea más frecuentemente *need not* para indicar que una cosa no es necesaria u obligatoria.

You *need not* pay fifty dollars to get a good pair of shoes.  
 Mary *need not* have got up so early this morning.

Conjugación del verbo *must* (con significado (1), *obligation, necessity*):

I must	= I have to	= <i>Simple Present</i>
_____	I had to	= <i>Simple Past</i>
_____	I have had to	= <i>Present Perfect</i>
_____	I had had to	= <i>Past Perfect</i>
_____	I shall have to	= <i>Future Simple</i>
_____	I should have to	= <i>Conditional Simple</i>

OBSERVACIÓN.—Esta asimilación de los verbos, *must* = *to have to*, no es del todo exacta; pues *to have to* expresa una obligación ajena al que habla. No obstante, confiamos lleve alguna orientación positiva y ayuda al alumno.

### A Joke

Once an old lady went to a hotel in London to ask for a room. They showed her into a little room where there was a small boy in brass buttons. She looked round the room and said angrily:

"I don't like this room and I won't have it; it's too small; there is no fireplace in it and no windows; I tell you, I won't have it."

"Madam," said the boy with a smile, "this is not a bedroom; this is the lift."

### EXERCISES

A) *Put into the passive voice:*

- |   |   |
|---|---|
| 1. The servant keeps the rooms clean.     | 5. Do foolish drivers cause accidents?  |
| 2. Do rich people always help the poor?   | 6. Who sells these flowers?             |
| 3. Do the students understand the lesson? | 7. Horses carry heavy loads.            |
| 4. A tractor drives the plough.           | 8. Mr. Ley teaches me English.          |
|   | 9. My father gives me money every week. |
|   | 10. The master chooses the servants.    |



B) *Answer the following questions:*

- |                                     |  |
|-------------------------------------|--|
| 1. May I leave the room?            | 6. Can you lend me some money?                   |
| 2. Did you think you might succeed? | 7. Can you speak English well?                   |
| 3. Have you let him read it?        | 8. Will you come with me to the cinema tomorrow? |
| 4. Does he speak English well?      | 9. Will you write the letter?                    |
| 5. Does the sun shine much here?    | 10. Would you wait a few minutes?                |

C) *Complete the following sentences:*

1. He left the room after .....
2. I sailed for England before .....
3. My father bought me a new suit when .....
4. People must be careful when .....
5. The boys stood up as soon as .....
6. The sun began to shine after .....
7. The driver stopped his car after .....
8. They all started to laugh as soon as .....
9. I did not see him until .....
10. He ran away when .....
11. Our teacher has been here since .....
12. Do not leave before .....

D) *Put the verbs into the correct tense:*

1. (To go): I ..... there tomorrow.
2. (To do): He ..... it every day.
3. (To smoke): She ..... now.
4. (To see): They ..... him next week.
5. (To buy): You ..... a paper every evening.
6. (To speak): We ..... English at this moment.
7. (To open): They ..... the shop at nine o'clock.
8. (To close): It ..... now.
9. (To work): You ..... there tomorrow.
10. (To thank): I ..... him next day.

E) *Put in the correct form of "must", "need", "can", "may", or their substitutes:*

1. We ..... work hard to earn money.
2. They ..... not run very fast.

3. The children ..... go to the cinema.
4. You ..... not to eat if you don't want to.
5. She ..... be very rich; she has two cars.
6. The doctor ..... operate at once.
7. I shall ..... to go to Washington.
8. On Sunday you ..... not get up so early.
9. They ..... have seen the accident.
10. He was ..... to go home early.
11. That candidate ..... be elected.
12. I ..... not ..... to get the tickets.
13. I ..... to work when I am older.
14. He ..... not ..... to come because he is ill.
15. We have ..... to do it.
16. They ..... to speak English well next year.

### PRONUNCIATION EXERCISE

#### *Entonación:*

Melodía núm. 1 \ (La voz baja al final de la frase). Esta melodía se emplea en aseveraciones:

1. They came here yesterday. \
2. He speaks English very well. \
3. I don't know what you are talking about. \
4. He watches TV every day. \
5. I never go to school in the evening. \
6. I'm sitting at a table writing a letter. \
7. Hugh doesn't know anything about it. \
8. She is going to cook lunch today. \
9. I haven't seen him since Sunday. \
10. I want to speak to you about a very important matter. \

## LESSON TEN

### *A Strange Welcome to Lilliput*

I tried to get up, but could not move, for I found my arms and legs tied strongly down to the ground. My hair, which was long and thick, was tied down in the same manner. Besides, I felt several fine ropes across my body, from my arms to my legs. I could only look upward. The sun began to grow hot, and the light hurt my eyes. I heard a strange noise around me, but as I lay on my back I could see nothing but the sky.

In a little time I felt something alive moving on my left leg. Advancing quietly forward over my body it came almost up to my throat. Bending my eyes downward as much as I could, I saw that it was a little man hardly six inches high, with a bow and arrow in his hands and a quiver at his back.

I felt forty or more of the same kind, following the first. I was greatly surprised, and cried out so loud that they all ran back in fear. Some of them, as I was afterwards told, were hurt in jumping from my sides to the ground.

However, they soon returned. One of them who dared to take a full view of my face, lifted up his hands and eyes in admiration, crying out in a high, clear voice. "Hekinah degul". The other said the same words again several times, but I did not know then what they meant.

#### *"I try to escape"*

I lay all this while, in great trouble. At last, trying to get loose, I was able to break the ropes and pull out the sticks that fixed one of my arms to the ground. With a strong pull, which gave me great pain, I loosened a little the ropes that tied down my hair on one side, so that I was just able to turn my head about two inches. The creatures ran off a second time before I could catch them.

What then happened there, was a great cry, and when it had finished, I heard one of them give a command, "Tolgo phonac". A hundred arrows hit my left hand, hurting me like so many needles. Besides, others went into the air, on my body, and on my face, which I covered with my left hand.

When, in great pain, I tried to get loose, they attacked me again with arrows and spears. Luckily I had on a skin coat, which protected me. It seemed best

to lie still until I could free myself. As for the attackers, I believed that I could face the greatest armies they could bring against me, if the men were all the same size as the one I saw. But when the people observed that I was quiet, they stopped their attack.

JONATHAN SWIFT, *From "Gulliver's Travels"*

*Answer the following questions on the Reading Passage:*

1. Why couldn't Gulliver get up?
2. How was his hair tied down?
3. What did he feel across his body?
4. What began to hurt his eyes?
5. What did he hear around him?
6. What did he feel moving on his left leg?
7. What was it?
8. What did the little man have in his hands?
9. How many more did he feel?
10. What did Gulliver do?
11. What did the little men do?
12. What did he do at last trying to escape?
13. Why was he able to turn his head a little?
14. What happened at the word of command?
15. Why wasn't Gulliver much hurt when they attacked him with spears?

#### NEW WORDS

<i>strongly</i>	[ˈstrɒŋli]	<i>creature</i>	[ˈkri:tʃə(r)]
<i>to tie</i>	[tai]	<i>command</i>	[kəˈma:nd]
<i>to look upward</i>	[ˈlʊk ˈʌpwəd]	<i>spear</i>	[spiə(r)]
<i>bow</i>	[bəʊ]	<i>to protect</i>	[prəˈtekt]
<i>arrow</i>	[ˈarəʊ]	<i>attacker</i>	[əˈtakə(r)]
<i>quiver</i>	[ˈkwɪvə(r)]	<i>to observe</i>	[əbˈzə:v]
<i>to get loose</i>	[ˈget ˈlu:s]	<i>tennis</i>	[ˈtenɪs]
<i>pull</i>	[pul]	<i>well-off</i>	[ˈwelˈo:f]
<i>to loosen</i>	[ˈlu:sən]		

## GRAMMATICAL EXPLANATIONS

*Verbos defectivos (continuación):*

### Verbo OUGHT TO = SHOULD

Tiempo presente: *ought to*.

Tiempo pasado: *ought to have*.

Verbo auxiliar: *to have the duty*, o una expresión equivalente.

Significados: 1- *duty, moral obligation, desirability*; 2- *deduction*.

*Con el significado (1):*

He *ought* to look after his younger brother.

You *ought* to be more careful with other people's books.

Mr. Black *ought* to behave in a different way if he wants to be promoted.

He *should* not speak about Mary in that way.

Henry *should* be more thankful to his friend Charles.

NOTA.—Para expresar una obligación en el pasado que no se llevó a cabo se usan:

*ought to have* + participio del verbo principal.

*should have* + participio del verbo principal.

He *ought to have been* kinder to the poor woman.

I *should have done* what I told you yesterday.

*Con el significado (2):*

You *ought* to be richer now, if you have been so successful in business for years.

The house *should* be more comfortable; you paid a lot of money for it.

Henry *should* know more English; he has been studying for five years.

## EXERCISES

- A) *Put a number (1-10) in front of the phrases in Column 2 which correspond to those in Column 1:*

### *Column 1*

1. We used to go to Lima
2. He has been here
3. He was going to the office
4. I shall be going to Miami
5. They went to Paris
6. He has just come in
7. She plays tennis
8. She is playing tennis
9. The bus had gone
10. The bus has left

### *Column 2*

- last year.
- when they came in.
- now.
- when the accident happened.
- at the moment.
- since 1960.
- every summer.
- in March.
- this minute.
- very well.

- B) *Supply the prepositions omitted in the following sentences:*

1. Somebody is knocking the door.
2. I am looking my lost book.
3. He said me, "I will not come."
4. He explained him the difficult words.
5. She never listens the radio.
6. I replied his letter at once.
7. Do you wish anything?
8. I am too busy, I cannot wait you.
9. I asked his book.
10. She pointed the ship in the distance.

- C) *Put into the passive voice:*

1. The wind shook the trees.
2. The teacher punished her.
3. The policeman caught the thief.
4. The postman brought me two letters this morning.
5. The police broke the door.
6. They are holding a meeting this evening.
7. The gardener is cutting the grass.
8. Is Hugh doing the work well?
9. Jane is preparing the food.
10. That man is mending my shoes.

D) *Make these sentences interrogative by adding the interrogative auxiliary at the end. The first is done for you:*

1. You burnt your old letters, *didn't you?*
2. You don't listen to him all the time, .....?
3. They would like to buy one, .....?
4. She can't marry him, .....?
5. It smelt of cheese, .....?
6. He doesn't have a bath every day, .....?
7. You have written to her, .....?
8. They won't come next year, .....?
9. They could do it if they wanted to, .....?
10. I didn't say I should buy it, .....?
11. They will christen him tomorrow, .....?
12. He mustn't say such things, .....?

E) *Put in the correct form of "can", "may", "must", "need", "shall", "will", "ought to", etc., or their substitutes:*

1. You ..... to be more punctual.
2. You ..... not be so late.
3. He told him he ..... to take things easy.
4. She ..... to have done it yesterday.
5. The doctor said: "You ..... take things easy."
6. Hugh ..... to do it next month.
7. Mr. Wilson ..... to swim a mile.
8. Mr. Hinkley ..... be English with such a name.
9. Mr. Bruton ..... not finish the book until next year.
10. Mr. Ley has ..... to teach his students English.
11. They ..... have done what they were told to do.
12. You ..... have to see a doctor if you don't get better.
13. You ..... open the window before you make your bed.
14. Mr. Pickett ..... get married next month.
15. Jane ..... to save some money.
16. They ..... be quite well-off by now.

## LESSON ELEVEN

*William Wordsworth (1770-1850)*



William Wordsworth was the greatest poet of the English Romantic Movement. He was born and grew up in Cumberland, the English Lake District, where the beauty and grandeur of the scenery and the independence of the people profoundly influenced his development. At Cambridge University, Wordsworth read widely and wrote some of his early poems. During one summer vacation Wordsworth went for a walking tour on the Continent with a friend. On leaving Cambridge University, Wordsworth went back to France for a year, but soon after, England declared war on France and Wordsworth was unable to return to France for some years. He was left a small legacy, and with his sister Dorothy, and his friend Coleridge, he settled in the Lake District, to write poetry. "We are three people", wrote Coleridge, "but only one soul". They worked together and produced the volume of poetry called "The Lyrical Ballads" (1798). One of the greatest poems in the book is Wordsworth's "Lines written a few miles above Tintern Abbey", which defines his early philosophy and already uses his distinct blank verse, powerful in rhythm and magnificent in sound. Wordsworth's love of Nature was his lifelong inspiration. His great poetic autobiography called "The Prelude", was published by Mrs. Wordsworth, after Wordsworth's death, and some of his finest poetry is in his sonnets.



Answer the following questions on the Reading Passage:

1. Who was the greatest poet of the English Romantic Movement?
2. Where was he born?
3. What is the English Lake District like?
4. What University did Wordsworth go to?
5. What did he do there?
6. What did he do one summer with a friend?
7. How long did he go to France for?
8. What war do you think broke out between England and France?
9. What was he left soon after?
10. What did he do with his sister Dorothy and his friend Coleridge?
11. What did they work together on?
12. What was one of Wordsworth's greatest poems?
13. What did it define?
14. What kind of verse did Wordsworth use?
15. When was his autobiography published?

#### NEW WORDS

<i>Romantic</i>	[rə'mantik]	<i>distinct</i>	[dis'tɪŋkt]
<i>scenery</i>	['si:nəri]	<i>blank verse</i>	['blʌŋk 'vɜ:s]
<i>widely</i>	['waɪdli]	<i>rhythm</i>	['rɪθəm]
<i>vacation</i>	[və'keɪʃən]	<i>inspiration</i>	[ɪnspɪ'reɪʃən]
<i>profounly</i>	[prə'faunli]	<i>production</i>	[prə'dʌkʃən]
<i>legacy</i>	['legəsi]	<i>buck</i>	[bʌk]
<i>lyrical</i>	['lɪrɪkəl]	<i>lark</i>	[la:k]

#### GRAMMATICAL EXPLANATIONS

##### Verbo WILL

*Verbos defectivos* (continuación):

Tiempo presente: *will*.

Tiempo pasado: *would*.

Significados: 1- *pure future*; 2- *habit, obstinate insistence*; 3- *probability*.

*Con el significado (1):*

The sun *will* shine tomorrow, I think.  
The trees in your garden *will* grow high.  
Betty *will* be a pretty girl when she grows up.  
The circumstances *will* change some day.  
This cathedral *will* be nine hundred years old next year.

*Con el significado (2):*

Mr. Tackle *will* have coffee after his meals.  
Mrs. White *would* always talk about the same topics.  
This clock *will* always stop at the same time.  
The little girl *would* sit on her mother's knees and fall asleep.  
He *will* go on paying visits to Mary although his mother disapproves of it.  
The little boy *would* put a lot of embarrassing questions to his father's visitors.  
Helen *will* keep Robert waiting half an hour before going out.

NOTA.—Como habrán podido observar, la idea de hábito en el pasado se expresa con el pasado de *will*: *would*.

*Con el significado (3):*

She *will* not have noticed the change which has been made in the kitchen.  
Margaret *will* probably have brought her sister too.  
Peter *will* not have passed his examination.  
It *would* be half past ten when he knocked at the door. (Regional/colloquial.)

NOTA.—Ya sabe el alumno que *will*, con las primeras personas, indica *determinación*, voluntad expresa del sujeto para realizar la acción indicada por el verbo:

Don't worry, I *will* help you in your business.

*Will*, en preguntas y con *you* se traduce por "querer": *Will you?* = ¿quieres?  
¿quiere usted?

Henry, *will* you marry Pamela? Yes, I *will*.

## A Joke

Jimmy had been out late with his girl. When he reached home he found his father waiting for him.

"Have you been out with that girl again?" asked the old man.

"Yes, Father, but why do you look so worried?", replied Jimmy.

"I was just wondering how much the evening cost."

"No more than five dollars."

"Really? That was not so much."

"No, Father, it was all she had."

## EXERCISES

A) *Write these sentences in the "Present Perfect" and "Future Simple":*

- |   |  |
|---|--|
| 1. We could buy all these things for ten dollars. | 5. May these children play here? (permission). |
| 2. Can they put you up for a week?                | 6. What must he put in this place?             |
| 3. Might you take it with you? (permission).      | 7. Can they raise the production?              |
| 4. Must everybody do that?                        | 8. May we smoke in this room? (permission).    |

B) *Translate these sentences into English:*

- |  |  |
|--|--|
| 1. Deberíamos actuar de forma diferente.           | 10. Está bien, no necesitas repetirlo.                   |
| 2. El podría haber llegado ya, creo yo.            | 11. Puede ser que te haya visto, pero no recuerdo dónde. |
| 3. El no se atreve a intentarlo otra vez.          | 12. El no se atreverá a hablarle a ella.                 |
| 4. Ella desea poder estudiar en Inglaterra pronto. | 13. Henry no debe salir hasta que haya hecho la tarea.   |
| 5. No necesitas hablar de ese modo.                | 14. Deberías practicar tu inglés más.                    |
| 6. ¿Te atreves a saltar desde aquí?                | 15. Ustedes deberían haber empezado a trabajar.          |
| 7. Usted debería haber telefoneado.                | 16. Podría haber sido mucho peor.                        |
| 8. Creo que él debió haberte dicho la verdad.      | 17. Tú deberías tener más cuidado la próxima vez.        |
| 9. Perdóname, pero no he podido hacerlo.           | 18. Dice que siente no poder hacer nada por ellos.       |

C) *Finish the following sentences:*

1. He would have eaten if ... ..
2. If it does not stop raining ...
3. She was always happy until ...
4. As soon as I had seen it ... ..
5. We cannot start business unless ... ..
6. I should have gone to the pictures if ... ..
7. If she had been living in Madrid long ... ..
8. It might have been worse if ...
9. Mr. Brown could have bought the house if ... ..
10. He would not have got cross with us if ... ..
11. If it were not raining so hard ...
12. He would not have behaved in this way if ... ..

D) *Write these sentences in the "Conditional Simple Continuous":*

1. He (work) if you had given him the key.
2. I (sleep) if she had not come.
3. If they had given us the money, we (build) it.
4. Henry (study) in England if his father had not died.
5. If you had come earlier, we (shoot) rabbits now.
6. If I had known him before, I (live) here now.
7. He (work) with that firm if he had been luckier.
8. I (look) for it if you had not told me.
9. If he had not telephoned, she (cook) a meal.
10. Peter (walk) if he had not to do his homework.

E) *Write these sentences in the "Conditional Perfect Continuous":*

1. We (plant) trees if it had not rained.
2. I (watch) television if I had not been studying.
3. If we hadn't had to go there, we (wait) for her too.
4. Peter (help) you if he had known about it.
5. If you had not come, I (study) the whole day.
6. If I had not lost my pen, I (write).
7. She (talk) for hours if you had not interrupted her.
8. I (sleep) till noon if you had not rung me up.
9. If the war had not broken out, she (live) in Peru.
10. He (drink) if he had met his friends.

## PRONUNCIATION EXERCISE

Comparación entre los sonidos siguientes:

(a)

cat  
match  
back  
lack  
hat

(a:)

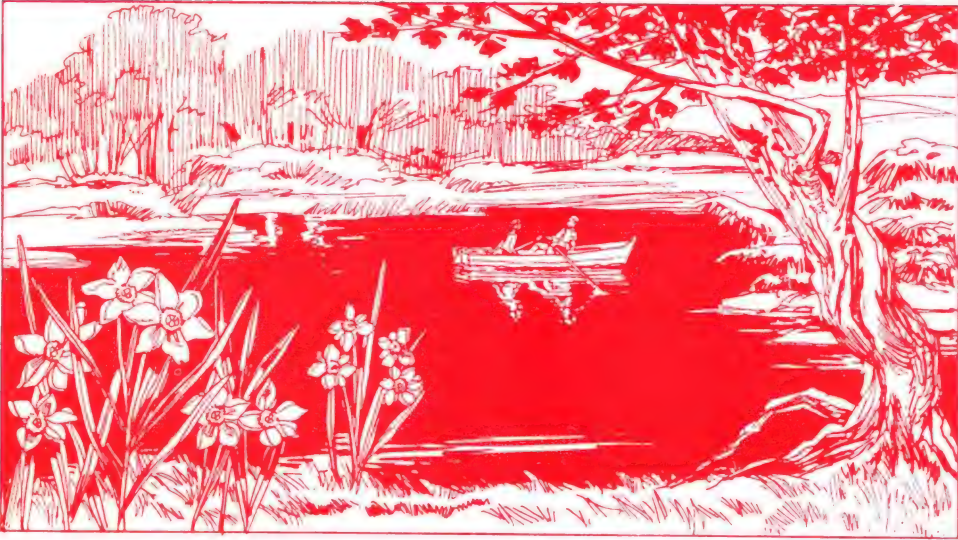
cart  
march  
bark  
lark  
heart

(ʌ)

cut  
much  
buck  
luck  
hut

## LESSON TWELVE

### *The Daffodils*



I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay,  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced, but they  
 Outdid the sparkling waves in glee:  
 A poet could not but be gay,  
 In such a jocund company;  
 I gaze—and gazed—but little thought  
 What wealth the show to me had brought;

For oft, when on my couch I lie  
 In vacant or in pensive mood,  
 They flash upon that inward eye  
 Which is the bliss of solitude;  
 And then my heart with pleasure fills,  
 And dances with the daffodils.

### *Composed Upon Westminster Bridge*

Earth has not anything to show more fair:  
 Dull would he be of soul who could pass by  
 A sight so touching in its majesty.  
 This City now doth, like a garment, wear  
 The beauty of the morning; silent bare,  
 Ships, towers, domes, theatres, and temples lie  
 Open unto the fields, and to the sky;  
 All bright and glittering in the smokeless air.  
 Never did sun more beautifully steep  
 In his first splendour, valley, rock, or hill;  
 Ne'er saw I, never felt, a calm so deep!  
 The river glideth at his own sweet will:  
 Dear God! the very houses seem asleep;  
 And all that mighty heart is lying still!

WILLIAM WORDSWORTH

### NEW WORDS

<i>daffodil</i>	[ˈdʌfədɪl]	<i>breeze</i>	[briːz]
<i>lonely</i>	[ˈləʊnli]	<i>to shine</i>	[ˈʃaɪn]
<i>o'er</i>	[ˈəʊə(r)]	<i>to twinkle</i>	[ˈtwɪŋkl]
<i>vale</i>	[veɪl]	<i>milky wav</i>	[ˈmɪlki ˈwei]
<i>host</i>	[həʊst]	<i>margin</i>	[ˈmaːdʒɪn]
<i>to flutter</i>	[ˈflʌtə(r)]	<i>to toss</i>	[tɒs]

<i>sprightly</i>	[ˈspraitli]	<i>solitude</i>	[ˈsolitju:d]
<i>to outdo</i>	[aʊtˈdu:]	<i>sight</i>	[saɪt]
<i>sparkling</i>	[ˈspa:klɪŋ]	<i>touching</i>	[ˈtʌtʃɪŋ]
<i>glee</i>	[gli:]	<i>majesty</i>	[ˈmædʒɪsti]
<i>jocund</i>	[ˈdʒokənd]	<i>doth</i>	[dʌθ]
<i>to gaze</i>	[geɪz]	<i>garment</i>	[ˈgɑ:mənt]
<i>oft</i>	[ɒft]	<i>bare</i>	[beə(r)]
<i>couch</i>	[kaʊtʃ]	<i>dome</i>	[dəʊm]
<i>vacant</i>	[ˈveikənt]	<i>glittering</i>	[ˈglɪtərɪŋ]
<i>mood</i>	[mu:d]	<i>to steep</i>	[sti:p]
<i>to flash</i>	[flaʃ]	<i>splendour</i>	[ˈsplendə(r)]
<i>inward</i>	[ˈɪnwəd]	<i>ne'er</i>	[neə(r)]
<i>bliss</i>	[blɪs]	<i>to glide</i>	[glɑɪd]

## GRAMMATICAL EXPLANATIONS

*Los verbos "need" y "dare".*—Estos dos verbos se comportan a la vez como verbos normales y como anómalos finitos. Son verbos normales cuando son usados transitivamente, es decir, cuando llevan un objeto gramatical o complemento.

NEED = (anómalo). En la interrogativa y negativa con el significado de:

1- *absence of necessity*. 2- *denial of a deduction*.

En algún aspecto, ambos significados son negativos de *must*.

*Need* you be so worried about it?

*Need* Gerald do all these things?

You *need* not open the door if you want to get out through the window.

They *need* not spend ten thousand dollars to buy a good car.

NEED = (como verbo normal). Con el significado de *to lack* = carecer, necesitar.

Mary, do you *need* a new dress?

No, I do not *need* a new one, I have plenty of dresses.



DARE = (anómalo). A veces, con el significado de *courage* = valor, ánimo, atreverse.

How *dare* he say that you are not right?  
*Dare* you jump over the fence?  
My friend Tom *dare* not fly in a small plane.  
I think you will not *dare* speak to her.

DARE = (como verbo normal). Con el significado de *to challenge* = desafiar.

I did not *dare* him to cross the river as I knew he couldn't swim.  
He never *dared* me to do that.

### EXERCISES

A) *Put the verbs in brackets in the correct tense:*

- |  |  |
|--|--|
| 1. We could sell it if he (want) us to.                    | 7. They asked me if I (know) the way to Green Park.  |
| 2. When he (know) that, he won't be so happy.              | 8. He does not want to be disturbed when he (study). |
| 3. Read the instructions before you (do) anything.         | 9. Unless he (study) hard, he will fail.             |
| 4. She is naughty and (not want) to take me there.         | 10. If you touch this iron, you (get) burnt.         |
| 5. You will be surprised if you (know) that he has passed. | 11. He wrote to me as soon he (get) there.           |
| 6. If he wanted to stay with us, we (be) happy.            | 12. When Roger (come) we can set out.                |

B) *Put the adjectives in brackets into the correct form:*

- |   |  |
|---|--|
| 1. She is the (good) friend I have.                   | 6. That is the (interesting) film I have seen this year. |
| 2. Your book is (dear) than mine.                     | 7. I am as (hungry) as a lion.                           |
| 3. He is very ill. He is (bad) than he was yesterday. | 8. I have (many) friends than you.                       |
| 4. Is he as (tall) as his brother?                    | 9. She is the (pretty) girl in the room.                 |
| 5. My book is (good) than yours.                      | 10. That man is (rich) than you.                         |

C) *Write the following sentences in Reported Speech:*

1. He asked, "May I take one of these books?".
2. Mary said to me, "Does your brother speak German too?".
3. They asked, "Why did you not take it home?".
4. She asked, "Will it be necessary to type the letter?".
5. My mother said to me, "Help your brother as much as you can".
6. He said, "I thought I should be able to help you".
7. They asked me, "Were there a lot of people there?".
8. My father said to Tom, "Get everything ready at once".
9. They said, "He will buy it if it is good".
10. Peter asked, "How much must I pay for it?".
11. He said, "Last year I stayed for two months".
12. Mary said to me, "Don't let the child eat this apple".
13. The policeman said to the boys, "Don't cross the street now".
14. Tom asked Henry, "Could you translate it into French?".
15. The doctor said to Mary, "Take the medicine twice a day".

D) *Translate these sentences into English:*

1. Si él estudiara más, no le suspenderían.
2. Si ella supiera hablar francés, conseguiría el empleo.
3. Si ellos no dicen la verdad, no les ayudaremos.
4. Ella se habrá marchado si no llegamos pronto.
5. El no habría podido hacerlo sin tu ayuda.
6. Si tuviésemos más suerte, podríamos intentarlo.
7. Si el gato tuviera hambre, comería.
8. Te sorprenderías si te dijera lo que pagué por ello.
9. El dijo que su hermano había estado enfermo.
10. No harán nada a menos que tú les ordenes.
11. Si él lo hubiera intentado, lo habría conseguido.
12. Si ella estuviese enfadada, te lo habría dicho.

E) *Change "if" to "unless", as in the example:*

Ex.: If it does not rain, we shall go out.

*Unless it rains, we shall go out.*

1. If you do not put it here, it will break.
2. If you are not hungry, we shall not stop.
3. If he does not send the telegram, I shall leave tomorrow.
4. If Henry is at home, we shall go there.

5. If he has to wait, he will get nervous.
6. If she does not water the plants, they will not grow.
7. If he does not pass his examination, he won't come with us.
8. If they don't arrive before 3 o'clock, we shall leave.
9. If he does not come by plane, he will be late.
10. He will come to say good-bye if he is not in a hurry.
11. If I do not ring you up, I shall come.
12. If you do not shut the cage, the bird will fly away.
13. She will not speak if you are not there.
14. If you do not speak loud, I shall not be able to hear you.
15. I shall not buy it if you don't give me the money first.
16. If you do not invite him, he won't come.
17. If he does not work hard, he won't get on.
18. She will get cross if you don't come.

## LESSON THIRTEEN

### *Benjamin Franklin*



Benjamin Franklin was one of the great men of the 17th. century and one of the most distinguished Americans of his time. He helped draft the Declaration of Independence and was noted for his scientific experiments and his interest in philosophy and public affairs. He was the fifteenth in a family of seventeen children. As a boy he was apprenticed to his brother, a printer, but ran away to New York. There he was told that his services might be needed in Philadelphia. He set out by boat.

"In crossing the bay, we met with a squall that tore our rotten sails to pieces, prevented our getting into the Kill, and drove us upon Long Island. On our way, a drunken Dutchman, who was a passenger too, fell overboard; when he was sinking, I reached through the water to his thick hair, and drew him up, so that we got him in again. His ducking sobered him a little, and he went to sleep, taking first out of his pocket a book, which he desired I would dry for him. It proved to be my old favourite author, Bunyan's *Pilgrim's Progress*, in Dutch, finely printed on good paper, with copper cuts.

When we drew near the island, we found it was at a place where there could be no landing, there being a great surf on the stony beach. So we dropped anchor, and swung round toward the shore. Some people came down to the water edge and hallo'd to us, as we did to them; but the wind was so high, and the surf so loud, that we could not hear so as to understand each other. There were canoes on the shore, and we made signs, and hallo'd that they should fetch us; but they either did not understand us, or thought it impracticable, so they went away, and, night coming on, we had no remedy but to wait till the wind should abate. In the meantime, the boatman and I decided to sleep, if we could; and so crowded into the scuttle with the Dutchman, who was still wet. The spray beating over the head of our boat, leaked through to us, so that we were soon almost as wet as he. In this manner we lay all night, with very little rest; but, the wind abating the next day, we made a shift to reach Amboy before night, having been thirty hours on the water, without victuals, or any drink but a bottle or filthy rum, the water we sailed on being salt.

In the evening I found myself very feverish, and went in to bed; but, having read somewhere that cold water drunk plentifully was good for a fever, I followed the prescription, and sweated plentifully most of the night; my fever left me, and in the morning, crossing the ferry, I proceeded on my journey on foot, having fifty miles to Burlington where I was told I should find boats that would carry me the rest of the way to Philadelphia.

It rained very hard all the day; I was thoroughly soaked, and by noon a good deal tired; so I stopped at a poor inn, where I stayed all night, beginning now to wish that I had never left home. I cut so miserable a figure, too, that I found, by the questions asked me, I was suspected to be some runaway servant, and in danger of being taken up on that suspicion. However, I proceeded the next day, and got in the evening to an inn, within eight or ten miles of Burlington kept by one Dr. Brown. He entered into conversation with me while I took some refreshment, and, finding I had read a little, became very sociable and friendly. Our acquaintance continued as long as he lived. He has been, I imagine, an itinerant doctor, for there was no town in England, or country in Europe, of which he could not give a very particular account.

At his house I stayed that night, and the next morning reached Burlington, but found that the regular boats had gone a little before my coming, and no other expected to go before Tuesday, this being Saturday; wherefore I returned to an old woman in the town, of whom I had bought gingerbread to eat on the water, and asked her advice. She invited me to lodge at her house till a passage by water should offer; and being tired with my foot travelling, I accepted the invitation. She, understanding I was a printer, wanted me to stay at that town and

follow my business, being ignorant of the stock necessary to begin with. She was very hospitable, gave me a dinner of ox-cheek with great good will, accepting only a pot of ale in return; and I thought myself fixed till Tuesday should come. However, walking in the evening by the side of the river, a boat came by, which I found was going to Philadelphia, with several people in her. They took me in, and, as there was no wind, we rowed all the way and about midnight, not having yet seen the city, some of the company were confident we must have passed it, and would row no farther; the others knew not where we were. So we put toward the shore, got into a creek, landed near an old fence, with the rails of which we made a fire, the night being cold, in October, and there we remained till daylight. Then one of the company recognized the place as Cooper's Creek, a little above Philadelphia which we saw as soon as we got out of the creek. We arrived there about eight or nine o'clock on the Sunday morning, and landed at the Marketstreet wharf.

*Answer the following questions on the Reading Passage:*

1. Who was Benjamin Franklin?
2. Did he belong to a small family?
3. What was the weather like when he set out for Philadelphia?
4. How did Benjamin save the drunken Dutchman?
5. Were they able to land on Long Island?
6. What kind of boats were there on the shore?
7. How did Benjamin spend the night?
8. Why couldn't they drink any water?
9. How did Benjamin cure himself of the fever?
10. How did he continue his journey the next day?
11. In what state did he reach the poor inn?
12. Why was he suspected of being a runaway servant?
13. What kind of an innkeeper was Dr. Brown?
14. What did Benjamin buy to eat on the boat to Philadelphia?
15. How did he spend the last night of his journey?

#### NEW WORDS

<i>distinguished</i>	[dis'tɪŋɡwɪʃt]	<i>public affairs</i>	[ˈpʌblɪk ə'feəz]
<i>to draft</i>	[dra:ft]	<i>printer</i>	[ˈprɪntə(r)]
<i>scientific</i>	[saɪən'tɪfɪk]	<i>squall</i>	[skwo:l]
<i>experiment</i>	[ɪks'perɪmənt]	<i>rotten</i>	[ˈrɒtən]

<i>drunken</i>	[ˈdrʌŋkən]	<i>ferry</i>	[ˈferi]
<i>overboard</i>	[ˈəʊvəbo:d]	<i>thoroughly</i>	[ˈθʌrəli]
<i>ducking</i>	[ˈdʌkiŋ]	<i>soaked</i>	[səʊkt]
<i>to sober</i>	[ˈsəʊbə(r)]	<i>inn</i>	[in]
<i>copper cuts</i>	[ˈkɒpə ˈkʌts]	<i>runaway</i>	[ˈrʌnəwei]
<i>surf</i>	[sə:f]	<i>suspicion</i>	[səsˈpiʃən]
<i>anchor</i>	[ˈʌŋkə(r)]	<i>acquaintance</i>	[əˈkweintəns]
<i>to fetch</i>	[fetʃ]	<i>itinerant</i>	[iˈtinərənt]
<i>remedy</i>	[ˈremidi]	<i>gingerbread</i>	[ˈdʒɪndʒəbred]
<i>to abate</i>	[əˈbeɪt]	<i>hospitable</i>	[ˈhɒspɪtəbl]
<i>scuttle</i>	[ˈskʌtl]	<i>ox-cheek</i>	[ˈɒkstʃi:k]
<i>Dutchman</i>	[ˈdʌtʃmən]	<i>ale</i>	[eɪl]
<i>spray</i>	[spreɪ]	<i>to row</i>	[rəʊ]
<i>to leak</i>	[li:k]	<i>confident</i>	[ˈkɒnfɪdənt]
<i>victuals</i>	[ˈvɪtlz]	<i>creek</i>	[kri:k]
<i>filthy</i>	[ˈfɪlði]	<i>rail</i>	[reɪl]
<i>feverish</i>	[ˈfi:vəriʃ]	<i>wharf</i>	[wɔ:f]

## GRAMMATICAL EXPLANATIONS

*Verbos incoativos*: “*get*”, “*become*”, “*grow*”, “*go*”.—Son siete los verbos de los que vamos a tratar: *get*, *become*, *grow*, *go*, *make*, *set*, *put*. Los cuatro primeros, *get*, *become*, *grow*, *go*, los trataremos en sus dos aspectos: 1) Como *verbos incoativos*, ya que en este sentido tienen una gran interrelación y parecido significado. 2) Como *verbos compuestos* modificados en su significado general por la adición de preposiciones y adverbios. Se incluyen en estos últimos los verbos *make*, *set*, *put*.

1.º Los verbos *get*, *become*, *grow*, *go*, cuando van seguidos de un adjetivo, un comparativo o un participio con valor de adjetivo, tienen un significado similar, e indican cambio, transformación o alteración; es decir, son verbos incoativos que expresan una acción que comienza a realizarse. Su significado se interpreta por el adjetivo, comparativo o participio que los modifica. *Become* se usa, además, con sustantivos.

Estúdiense y obsérvense los siguientes ejemplos:

*To get*

This boy *gets* *sleepy* after drinking a glass of wine.  
It is *getting* *colder* now.

He does not *get tired* of drinking sugarless tea.  
 Mary is rather worried as she is *getting fat*.  
 She is a good-natured girl, she never *gets cross* with anybody.

### *To become*

Mr. Denton *became famous* with his new discovery.  
 This young girl *becomes embarrassed* when I speak to her.  
 Henry has *become short-sighted* since his operation.  
 Few Englishmen *become bullfighters*.  
 You will *become a famous lawyer* if you go on working hard.

### *To grow*

The worst of all is that Pat is not only *growing fatter*, but uglier too.  
 As he *grows older*, he *grows more and more irritable*.  
 My friend *grew* pale when I told him about the accident.  
*Growing rich* is not so easy as he says.  
 When Henry knew about Helen's action, his affection for her *grew less*.

### *To go*

Eat these bananas or they will *go bad*.  
 Mrs. Broot *went blind* for a couple of weeks as a result of a gas explosion.  
 The bear *went mad* after suffering so much grief.  
 The milk *went sour* during the hot weather.  
 When I told her about Ruth's success, Nelly *went green* with envy.

## EXERCISES

A) *Put the verb into the correct tense:*

To forget	{	I ... his name. What is it?
		... he ... to do it yesterday?
		You must not ... to do it.
		I hope he ... not ... it tomorrow.
		... she ... it almost every day?
		She ... n't ... it if she wanted to.
		... he ... (that) he had to come?
		Can people ... so easily?



To rest	{	... she ... when you came in?
		... you ... after tomorrow's lunch?
		She ... .. after lunch for the last six years.
		Can you ... after a meal?
		... she ... now?
		... they ... if they were tired?
		I ... .. in the afternoons since I fell ill.
		Could she ... last night?
To show	{	... he ... every day?
		... he ... it to her now?
		I ... it to her every day.
		... he ... it when she came in?
		He ... them the building the day before yesterday.
		I ... .. people this picture for the last ten years.
		She ... .. it if she had time.
		May she ... it to us?
	{	They ... .. it since December.
		We ... .. it to them tomorrow.

B) *Ask and answer the following questions:*

1. Have you ever had a private teacher?
2. Have you ever sat for an examination?
3. How long have you been studying English?
4. Where do you spend your holidays?
5. What are you holding in your hand?
6. Do you practise English outside your class?
7. Have you ever seen a film in English?
8. Where do you go to see a film?
9. Do you belong to a library?
10. Have you ever read a book in English?

C) *Put in the missing prepositions or adverb particles:*

- |                                    |   |
|------------------------------------|---|
| 1. He arrived ... a taxi.          | 5. There are plenty ... fish ... the river ... us to catch. |
| 2. He arrived ... eight o'clock.   | 6. I must talk ... you ... the morning.                     |
| 3. Which is the plane ... Chicago? |   |
| 4. I spoke ... the policeman.      |   |

7. He is interested ... money.
8. He sent ... for his dinner ... night.
9. They have decided ... a name for the child.
10. He came ... Chicago.

D) *Translate into English:*

1. Ella se cansa de noche.
2. Va haciendo más calor.
3. No creo que estoy engordando.
4. No hay que enfadarse con nadie.
5. Fleming se hizo famoso por su descubrimiento de la penicilina.
6. He adelgazado.
7. Va envejeciendo.
8. No es fácil hacerse rico.
9. El viejo se enloqueció.
10. Quiero que vengas mañana.

E) *Put into the passive voice:*

1. The girl has dropped the glass.
2. The man has just rung the bell.
3. We have not yet finished our work.
4. No one has ever seen such an animal.
5. A horse has just bitten him.
6. He told me not to leave the room.
7. Did you build it?
8. He had already seen me in the bus.
9. The boys had finished their game before sunset.
10. The doctor visited me last week.

## PRONUNCIATION EXERCISE

*Palabras con idéntica pronunciación:*

- |                           |                           |
|---------------------------|---------------------------|
| <p>a) write<br/>right</p> | <p>f) hair<br/>hare</p>   |
| <p>b) isle<br/>I'll</p>   | <p>g) heard<br/>herd</p>  |
| <p>c) born<br/>borne</p>  | <p>h) hear<br/>here</p>   |
| <p>d) eight<br/>ate</p>   | <p>i) I<br/>eye</p>       |
| <p>e) air<br/>heir</p>    | <p>j) higher<br/>hire</p> |

## LESSON FOURTEEN

### *Sir Henry Bessemer (I)*

Henry Bessemer, who was born on 19 January 1813, inherited his love of inventing from his father. Mr. Bessemer had served an apprenticeship with a Dutch engineer and had helped to build the first steam engine to be used in Holland a pumping engine for draining the land around Haarlem. Later Mr. Bessemer took a job at the Paris Mint and there made a reputation for himself by designing a new kind of lathe for making the dies in which the coins were cast.

During the French Revolution, Mr. Bessemer was placed in charge of the public bakery, established to supply the starving people of Paris with their ration of bread. That, however, soon led him into trouble, for the angry mobs complained that he was issuing loaves of short weight; they became so violent that he had to flee with his wife to England, leaving behind most of his money and possessions. Mr. Bessemer then settled in London and earned his living by designing a new type of gold chain which he sold to the London jewellers. Later when he had managed to save sufficient capital, he moved with his wife to Charlton, a small village near Hitchin, in Hertfordshire. There he started a type foundry, and there his two sons, Anthony and Henry, and his daughter Annie were born. Henry was the youngest of the three children.

Henry, like so many inventors, never cared much for toys or games or for playing with other children. He was a keenly intelligent, lively little boy with chestnut eyes and a mop of dark-brown hair, who always wanted to be out seeing how things worked or else to be doing something with his hands. As you will see below, Bessemer's main invention was his new process of turning iron into steel.

Steel, a metal derived from iron but tougher and not brittle, was in itself no new commodity: what was new was Bessemer's process for manufacturing it. This process made it possible to manufacture steel comparatively cheaply and, therefore, revolutioned engineering and industry throughout the world.

Before Bessemer's discovery, steel was made out of brittle and very impure cast-iron by a long and laborious puddling, or "open hearth", process. This was

so costly that manufacturers had to pay anything from £ 60 to £ 75, a ton for steel. Also, it could be made only in small bars or ingots, and not in the large units in which it is now made. Consequently, steel could be used only for making articles such as cutlery, hand tools, and springs. Ships, guns, bridges, railway lines and, in fact, all heavy engineering works had still to be made out of iron, which was much less strong. Indeed, steel was so expensive and its uses so limited that only about 50,000 tons were produced in Britain each year, a very small amount by comparison with the quantity produced today.

When Bessemer started his gun experiments he had no thought of making steel; he was simply trying to work out a superior form of casting. His object was to cast a metal comparable in strength with wrought iron, which is made considerably stronger than cast iron by being given a special hardening treatment after it has been smelted. It was the strange behaviour of this metal during one of these casting experiments that led him to making steel.

Bessemer had built himself a special furnace and melting bath. He was testing the effect of blowing air over the top of his bath when he noticed that two little pigs of iron, near the top obstinately refused to melt. As they still refused to melt even when he increased the heat of his furnace to the maximum temperature that he could attain, Bessemer prodded them with a bar. To his astonishment, he found that they were no longer brittle like cast-iron but that they had become plastic. The oxygen in the air, which had come into closer contact with these pigs than with the rest of the metal in the bath, had decarbonized them, thereby reducing them to malleable iron.

NORMAN WYMER, *Great Inventors*

*Answer the following questions on the Reading Passage:*

1. What did Henry Bessemer's father do during the French Revolution?
2. What was the first steam engine in Holland used for?
3. Where was Henry Bessemer born?
4. What work did Henry Bessemer's father do in England?
5. What kind of a boy was Henry Bessemer?
6. What is steel made from?
7. Why was steel very expensive in the early 19th. century?
8. What were ships made of in the 18th. century?
9. Do you know the output of steel in the United States?
10. What were bridges made of in the early 19th. century?
11. What was Henry Bessemer trying to make when he started his experiments?

12. Which is stronger, wrought iron or cast iron?
13. What is pig iron?
14. Which is more brittle, iron or steel?
15. What had the oxygen done to the pig iron?

## NEW WORDS

<i>apprenticeship</i>	[ə'prentɪʃɪp]	<i>process</i>	['prəuses]
<i>steam-engine</i>	['sti:m'endʒɪn]	<i>engineering</i>	[endʒɪ'niəriŋ]
<i>pumping-engine</i>	['pʌmpɪŋ'endʒɪn]	<i>brittle</i>	['brɪtl]
<i>to drain</i>	[dreɪn]	<i>impure</i>	[ɪm'pjʊə(r)]
<i>Mint</i>	[mɪnt]	<i>cast-iron</i>	['kɑ:st'aɪən]
<i>die</i>	[daɪ]	<i>puddling</i>	['pʌdlɪŋ]
<i>to cast</i>	[kɑ:st]	<i>open hearth</i>	['əpən ha:θ]
<i>bakery</i>	['beɪkəri]	<i>ingot</i>	['ɪŋɡət]
<i>starving</i>	['stɑ:vɪŋ]	<i>cutlery</i>	['kʌtləri]
<i>mob</i>	[mɒb]	<i>wrought iron</i>	['ro:t'aɪən]
<i>to issue</i>	['ɪʃju:]	<i>hardening</i>	['hɑ:dniŋ]
<i>violent</i>	['vaɪələnt]	<i>to smelt</i>	[smelt]
<i>to flee</i>	[fli:]	<i>furnace</i>	['fə:nɪs]
<i>type-foundry</i>	['taɪp'faʊndrɪ]	<i>pig</i>	[pɪɡ]
<i>inventor</i>	[ɪn'ventə(r)]	<i>obstinately</i>	['ɒbstɪnɪtli]
<i>to care for</i>	['keə fə:(r)]	<i>to attain</i>	[ə'teɪn]
<i>keenly</i>	['ki:nli]	<i>to prod</i>	[prɒd]
<i>chestnut</i>	['tʃesnʌt]	<i>astonishment</i>	[əs'tɒnɪʃmənt]
<i>mop</i>	[mɒp]	<i>to decarbonize</i>	[di:'kɑ:bənaɪz]
<i>tough</i>	[tʌf]	<i>thereby</i>	['ðeə'baɪ]
<i>commodity</i>	[kə'mɒdɪtɪ]	<i>malleable</i>	['maliəbl]

## GRAMMATICAL EXPLANATIONS

"Phrasal Verbs." Verbo "get":

Los verbos tales como *get*, *become*, *grow*, *go*, *make*, *set*, *put*, modificados por proposiciones y adverbios, constituyen lo que se llama verbos compuestos "two-word verbs" o "phrasal verbs".

GET - GOT - GOT - GETTING = alcanzar, obtener, conseguir, lograr.

- 1.º *obtain.* He could not *get* the post he was looking for.
- 2.º *become.* I don't know why he *got* angry with me.
- 3.º *arrive.* The last train should *get* to Victoria Station in two minutes' time.
- 4.º *buy.* Harold *got* his new car in Germany last Summer.
- 5.º *understand.* I couldn't *get* Mr. Cannon's speech, he used a lot of new words for me.
- 6.º *receive.* When Mrs. White *got* the message, she cried with joy.

*Algunos compuestos con GET:*

*Get at* (reach) (with aggressive intention)

If he can *get at* his rival, he will punch his face.

*Get up* (rise from bed)

He used to *get up* earlier than he does now.

*Get along* (manage, advance)

It won't be easy to *get along* under such circumstances.

*Get on* (progress)

There is only one way of *getting on*: through hard work.

*Get away* (escape)

The dog *got away* twice from his new master's home.

*Get off* (dismount from)

He is so fat that it is not easy for him to *get off* a bus.

*Get over* (surmount, recover from)

I don't think he will be able to *get over* this disaster.

*Get through* (survive a difficult period)

Will his business *get through* this depression?

*Get rid of* (become free of)

Henry had better *get rid of* such company as soon as possible.

*Get hold of* (grasp, clutch at)

The fireman *got hold of* a rope and was saved.

*Denota movimientos físicos:*

El verbo *get* puede significar, además, moverse en distintas direcciones, "llegar a":

up,	in,	on,	away,	over	
<hr/>					etc.
down	out	off	back	under	

I do not know whether the little dog will be able to *get out* of the river.  
Please *get down* and bring my hat back to me.

### *A Joke*

A snowy-haired old lady in a very old car made an illegal turn. The traffic policeman had to blow his whistle several times before she stopped her car.

"Didn't you hear my whistle, madam?" he asked.

The little old lady looked at him and said:

"Yes, I did, but I never flirt while driving."

### EXERCISES

A) *Translate these sentences into English:*

- |  |   |
|--|---|
| 1. Este niño debe estar cansado; anduvo mucho. | 4. No necesitamos tu consejo, gracias.              |
| 2. Podría ser mejor de lo que tú crees.        | 5. Estoy seguro que él no se atrevería a hacer eso. |
| 3. El debió ser un hombre importante.          | 6. Podría habértelo dado, pero no quise.            |

- |  |                                       |
|--|---------------------------------------|
| 7. El no debe ser tan listo como su madre dice.  | 10. El debe haber estado enfermo.     |
| 8. Puede ser que él no sepa nada acerca de ello. | 11. ¿Necesitas mi ayuda de nuevo?     |
| 9. Tú deberías haber preguntado al principio.    | 12. El puede haber estado buscándote. |

B) *Put these sentences into the correct tense:*

1. If it (be) convenient, let's meet at twelve o'clock.
2. I shouldn't do that if I (be) you.
3. It will be impossible for me to finish my work if you (not cease) this chatter.
4. If your friend (take) my advise, everything ought to go well.
5. If Peter (eat) another cake, he will be sick.
6. If you (not turn) off that noisy wireless, I shall scream!
7. If you (can) type, you ought to be able to get a job easily.
8. If men (be) only more reasonable, there would be no more war.
9. I (go) there yesterday.
10. He (come) at ten today.

C) *Complete these comparisons.*

1. My work is not so easy as ...
2. This book is not so interesting as ...
3. The moon does not shine so brightly as ...
4. He speaks English as well as ...
5. Jane is not so lazy as ...
6. Come back as soon as ...
7. Today is not so warm as ...
8. Huge is not so foolish as ...
9. Meat is not so cheap as ...
10. The month of June is as hot as ...

D) *Re-write the following sentences with the given adverb:*

1. I go to the pictures (often).
2. I have seen an elephant (never).



3. She is a good student (always).
4. I do my homework (usually).
5. I forget my homework (sometimes).
6. We try to work well (always).
7. We are very busy (generally).
8. My mother goes for a walk on Sundays (often).
9. The trams are full in this town (usually).
10. They have heard of it (never).

E) *Disagree with the following remarks. The first is done for you:*

- |  |                                     |
|--|-------------------------------------|
| 1. You can't read this! <i>Yes, I can.</i>   | 6. I know you don't like chocolate! |
| 2. I haven't time to do it!                  | 7. I haven't been here before!      |
| 3. They don't have lunch before one o'clock! | 8. You couldn't understand a word!  |
| 4. You didn't buy any sugar!                 | 9. You won't see me again!          |
| 5. He won't give it to me!                   | 10. I didn't see you!               |

F) *Complete these phrasal verbs:*

1. She ... sleepy after having drunk two glasses of wine.
2. At what time do you get ... in the morning?
3. He got ... the bus at the corner.
4. The thief got ... from the police.
5. Do you think he will get ... his illness?
6. The children managed to get ... the jam.
7. He got ... his financial difficulties.
8. The cat could not get ... from the tree
9. Hugh got ... from work at six o'clock.
10. It is not easy to get ... with little money.
11. He is so fat that he can't get ... a small car.
12. How are you getting ...?

## LESSON FIFTEEN

*Washington Irving (1783-1859)*



Washington Irving, the well-known American writer, was born in New York City. He first studied law, but early turned to writing as a career. After travelling in Europe for several years, he returned to New York and published his most amusing story "Diedrich Knickerbocker's History of New York".

Irving's "Sketch Book" is world-famous and includes stories about his Scottish friend, Sir Walter Scott, about Westminster Abbey and Shakespeare's grave.

From 1826 to 1829 Irving wandered about in Spain, working in the libraries of Madrid and Seville, and for a time living in the Alhambra of Granada.

Works belonging to this period are "The Life and Voyages of Christopher Columbus", the "Conquest of Granada" and "Tales from the Alhambra".

Irving reached the summit of his career when he became American Ambassador, to Spain in 1842, but his best works had already been written. His later works are not as fresh or original as his earlier ones. W. Irving died when he

was 77 years of age. Irving's famous story "Rip Van Winkle" is included in "The Sketch Book".

*Answer the following questions on the Reading Passage:*

1. What was Washington Irving's nationality?
2. Where was he born?
3. What did he first study?
4. What did he make his career?
5. Where did he travel for many years?
6. What was his most amusing story?
7. What does his "Sketch Book" include?
8. Did Washington Irving ever live in England?
9. For how long did Irving wander about in Spain?
10. In what famous palace did he live?
11. What did he write during that time?
12. Have you read any story of his from "Tales from the Alhambra"?
13. When did he reach the summit of his career?
14. When had he written his best works?
15. In what book was "Rip Van Winkle" published?

### NEW WORDS

<i>career</i>	[kə'riə(r)]	<i>ambassador</i>	[am'basədə(r)]
<i>sketch</i>	[sketʃ]	<i>period</i>	[ˈpiəriəd]
<i>tale</i>	[teɪl]	<i>odd</i>	[ɒd]
<i>conquest</i>	[ˈkɒŋkwɛst]	<i>handle</i>	[ˈhændl]
<i>summit</i>	[ˈsæmɪt]	<i>pudding</i>	[ˈpuɪdɪŋ]

### GRAMMATICAL EXPLANATIONS

"Phrasal verbs" (*continuación*):

BECOME - BECAME - BECOME - BECOMING = llegar a ser, hacerse,  
convertirse

Este es el verbo incoativo por excelencia, y, por tanto, se usa siempre con adjetivos, comparativos, adverbios y, a veces, hasta con *nombres*. Su significado

*es to come into being*, como se ha traducido ya. No suele ser modificado por preposiciones o adverbios.

They *became* close friends after having known each other for only three days.

This style of curtain is *becoming* old-fashioned.

She will *become* a good typist with constant practice.

If you go on sleeping only four hours a day, you will soon *become* old.

GROW - GREW - GROWN - GROWING = cultivar, nacer, crecer.

*To grow out of something* = to become too big for (clothes); to abandon a habit with time.

*To grow on someone* = To exert influence on him, to impose oneself (or itself gradually on one's affections).

*To grow up* = to become adult.

I will see to it that your brother *grows out of* that unpleasant habit very soon.

This abstract painting seems strange at first, but it soon *grows on* you (and you come to like it very much).

She would like to remain a child and not *grow up*.

GO - WENT - GONE - GOING = ir, irse

*Go against* (oppose)

He always *goes against* my plans in the end.

*Go away* (leave)

He is still here, he is not *going away* until next Tuesday.

*Go ahead* (proceed)

They should *go ahead* without paying attention to his opinions.

*Go by* (pass)

A long time *went by* before he returned to his native village.

*Go into* (examine, consider)

The investigators *went into* the question very carefully.

*Go on* (continue)

Robert *went on* paying visits to Helen unsuccessfully.

*Go off* (cease functioning, stop)

The light *went off* when they cut the cable.

*Go over* (examine)

Why do you want to *go over* my homework?

*Go through* (examine)

Before signing the documents, I *went through* them very carefully.

*Go without* (lack)

Unfortunately, my friend must *go without* many necessities at home.

NOTA.—Hay otros compuestos de *to go* que no incluimos aquí, porque no apartan a este verbo de su significado: que es moverse en distintas direcciones y llegar a:

up,	in,	on,	away,	over	
<hr/>					, etc.
down	out	off	back	under	

*Go out* into the garden and water the flowers.

She *went back* to her country a year ago.

The boy *went over* the garden wall without difficulty.

The dog *went under* the table to sleep.

## EXERCISES

### A) *Disagree with the following remarks:*

Ex.: He can speak six languages.                      *He can't.*

1. He will have to see a doctor.
2. Time is short.
3. Why are you so angry?
4. Caracas is of course the capital of Venezuela.
5. Don't hurry, we have plenty of time.
6. Why are you working so hard in these summer days?
7. You've done that before.
8. He has plenty of money.
9. He likes me better than you.

### B) *Re-write the following "no" sentences in the "not ... any" form:*

1. We had eaten no meat for ten days.
2. They found nobody at home.
3. He gave his wife no money for her clothes.
4. They went nowhere after dinner.
5. How odd! This door has no handle.
6. I hope you've said nothing to my brother-in-law.
7. They're dirty; I want neither of them.
8. I spoke to no one except him.
9. My mother-in-law would talk to nobody like her.
10. We had no money for our journey.

### C) *Add "some" or "any" as required:*

1. You must tell us ... more of your journey.
2. There aren't ... pencils left; we must buy ... more.
3. Put ... salt on your meat, the cook hasn't put ...
4. You can have ... of my chocolate when you haven't ... more of your own left.
5. You can't have ... more chocolates because I want ... for myself.
6. There is ... tea in the kitchen, but there isn't ... milk.
7. I want to buy ... flowers; we haven't ... in the garden now.

8. He wants ... more pudding. Give him ...
9. She asked me for ... ice, but I can't find ...
10. Put ... bread on the table; we shall need ... more.

D) *Complete these comparisons:*

- |   |                                      |
|---|--------------------------------------|
| 1. The River Orinoco is longer than ...   | 6. Oil is thicker than ...           |
| 2. Our house is bigger than ...           | 7. He has more money than ...        |
| 3. Paper is lighter than ...              | 8. Hugh is more intelligent than ... |
| 4. Silver is cheaper than ...             | 9. Oranges are sweeter than ...      |
| 5. Motor-cars are more expensive than ... | 10. New York is larger than ...      |

E) *Translate into English:*

- |  |   |
|--|---|
| 1. Llegaré a ser un buen profesor.         | 6. El se hizo viejo en unos pocos años. |
| 2. Este automóvil se está pasando de moda. | 7. Hay que considerar este asunto.      |
| 3. ¿Cuándo te vas?                         | 8. No sigas hablando.                   |
| 4. Prosiga Vd.                             | 9. La luz se ha apagado.                |
| 5. Han pasado dos años.                    | 10. Nos hicimos amigos.                 |

## PRONUNCIATION EXERCISE

*Entonación:*

Melodía núm. 1 ↘ (La voz baja al final de la frase.) Esta melodía se emplea en preguntas que comienzan por una palabra interrogativa:

1. When are you going? ↘
2. Where did you go yesterday? ↘
3. What are you doing? ↘
4. How do you do? ↘
5. What is the weather like in your country? ↘
6. How are you? ↘
7. What does this mean? ↘
8. When is he coming? ↘
9. How much money have you got? ↘
10. What do you call this in English? ↘

## LESSON SIXTEEN

### *A Moorish Well*



Within the Alhambra, the famous castle of the Moorish Kings of Granada in Spain, is a broad square known as the Place of Square of the Cisterns. It is so called from the great quantities of water which are stored beneath it. At one corner of this square is a Moorish well, cut deep through the rock. Its water is as cold as ice and beautifully clear. The wells made by the Moors are famous. Everyone knows that these people took care to dig down to the purest and sweetest when they were searching for water.

Among the water-carriers who used this well there was an ugly but very strong fellow called Peregil. He had begun business with merely a great earthen bottle which he carried upon his shoulder. Gradually he became more wealthy. He bought a strong hairy donkey to help him in his labours. On each side of this long-eared helper his water-bottles were tied, covered with leaves to protect them from the sun.



Peregil was a hard working, merry fellow. The streets of Granada were filled with his happy voice as he walked behind his donkey, singing his well-known cry: "Who wants water ... water colder than snow? Who wants water from the well of the Alhambra, cold as ice and clear as glass?" When he served a customer with a glass of water, it was always with a pleasing word that caused a smile. If his customer was a lady, he would always refer to her beauty in a way she liked.

Yet it is not he who sings loudest and jokes most that has the lightest heart. Honest Peregil had his cares and troubles. He had a large family of children to support. They were as hungry as a nest of young birds, and were always crying out for food whenever he came home in the evening.

Moreover, his wife did nothing to help him. Before she married she had been the beauty of her native place, well known for her dancing and playing. She refused to give up these pleasures when she married. She wasted her husband's money, and spent her time in foolish talk with her friends. She would not look after her husband and her children. She even used her husband's donkey on Sundays and holy days to take her and her friends out into the country for pleasure ...

*Answer the following questions on the Reading Passage:*

1. In what country is the Alhambra situated?
2. What is the broad square called?
3. Why is it called that?
4. What is there at one corner of the square?
5. What were the Moors famous for?
6. Who was the well used by?
7. What was Peregil like?
8. What had he begun business with?
9. What did he buy to help him in his labours?
10. Where were the water-bottles tied?
11. Why were they covered with leaves?
12. How did he serve his customers?
13. Why did he have to work hard?
14. What were his children always crying out for?
15. What had his wife been famous for before she got married?

## NEW WORDS

<i>Moorish</i>	[ˈmuəriʃ]	<i>to joke</i>	[dʒəʊk]
<i>earthen</i>	[ˈə:θən]	<i>to support</i>	[səˈpo:t]
<i>hairly</i>	[ˈheəri]	<i>holy</i>	[ˈhəuli]
<i>customer</i>	[ˈkʌstəmə(r)]	<i>wireless</i>	[ˈwaiəlis]

## GRAMMATICAL EXPLANATIONS

“Phrasal verbs” (*continuación*).

MAKE - MADE - MADE - MAKING = hacer, construir.

*Make fun of* (ridicule)

He pretended to be original, but they *made fun of* him.

*Make off* (run away)

The boy entered the shop and *made off* with a box of chocolates.

*Make out* (decipher, understand)

It is difficult to *make out* my father's handwriting.

*Make eyes* (stare at, gaze specially amorously)

Most children *make eyes at* all mechanical things.

*Make it up* (make peace)

I had to *make it up* after receiving Mary's letter.

*Make up* (apply cosmetics, invent)

Mrs. White *makes herself up* even in the street.

He always tells stories that have been *made up* by himself.

*Make up one's mind* (decide)

They *made up their minds* to let Robert come with me.

*Make fast* (fasten, fix, usually by means of a rope)

I will *make* the boat *fast* to the landing-stage.

*Make sure that* (be sure that)

*Make sure that* the front door is closed.

SET - SET - SET - SETTING = poner, colocar, instalar

*Set about* (begin)

It is time for you to *set about* getting everything ready.

*Set aside* (disregard, ignore)

He said he wanted to *put aside* the less urgent questions.

*Set down* (write, copy). Not very common

Margaret *set down* her brother's speech at the meeting.

*Set*     { *off*  
          { *out* (start, begin journey)  
          { *forth*

They would like to *set off* for New York as soon as possible.

*Set out* (adorn). Not very common

Gleny's dress was *set out* with beautiful pearl embroidery.

*Set in* (become established)

Before the civil war broke out, a period of political controversy had already *set in* between the North and the South.

*Set up* (become established as)

He *set* his son *up* as a druggist.

NOTA.—Tampoco se incluyen aquí los compuestos de *set* que no alteran el significado general de este verbo.

Así: *set free*, *set the table*, *set foot in*, *set fire to*, etc., etc.

PUT - PUT - PUT - PUTTING = poner

*Put away* (clear away)

Who is going to *put* the tea things *away*?

*Put by* (save)

He has *put by* enough money to buy the house.

*Put down* (write)

Yes, I'm going to *put* it *down* in a minute.

*Put off* (postpone)

The meeting has been *put off* till next Tuesday.

*Put up* (lodge)

Don't worry, my brother will *put* you *up* for a week.

*Put up with* (endure)

We shall have to *put up with* a lot of discomfort there.

*Put out* (extinguish)

Please *put out* the gas-fire as it is too hot.

*Put through* (carry out)

I want to speak to New York; will you be able to *put* me *through* at once, please?

### *A Joke*

"What would you like for your birthday present, Jimmy?"

"A box of chocolates!"

"What else?"

"Another box of chocolates!"

"But that would be too much for your little stomach. Choose another thing."

"Another stomach!"

## E X E R C I S E S

A) *Put in the right idiom with "get"* (Véase la lista de verbos al final):

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. The bird may have — through this window. (enter)</li> <li>2. When I came back, it was — dark. (become)</li> <li>3. You could — this product in that shop. (buy)</li> <li>4. I'm not sure if he has — the postcard I sent to him. (receive)</li> <li>5. If you have not got his book already, you can — it from my brother. (obtain)</li> </ol> | <ol style="list-style-type: none"> <li>6. We shall not be able to — New York before sunset. (arrive in)</li> <li>7. They will — cross with you if they know you have been here. (become)</li> <li>8. It will not be difficult for her to — a job in this country. (obtain)</li> </ol> |
|--|---|

1. *get to*
2. *get out*
3. *get*

4. *get in*
5. *get into*
6. *get up*

B) *Put in the right form of the verb* (use a two-word verb), véase la lista al final:

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. It will take a long time to — all these inscriptions. (decipher)</li> <li>2. The difficulties — and he was able to resume his work. (pass)</li> <li>3. The bullfight has been — because of the rain. (postpone)</li> <li>4. It would be better for you to — this kind of problem. (get rid of)</li> <li>5. They lost a lot of money, and it won't be easy to — the loss. (recover from)</li> <li>6. It was not easy for him to — when he saw the price. (decide)</li> <li>7. She — too much in order to look younger. (apply cosmetics)</li> </ol> | <ol style="list-style-type: none"> <li>8. He did not want to — the candle and it burned the whole night. (extinguish)</li> <li>9. Don't be impatient, it is too soon to —. (leave)</li> <li>10. Yes, please, I want you to — me — a telephone connection to Lima. (carry out)</li> <li>11. What is she going to do when she —? (become adult)</li> <li>12. Our house is small, so we cannot — your friend. (lodge)</li> <li>13. He says he is going to — a large industry in this town. (establish)</li> <li>14. Let's — and don't get cross with me any more. (make peace)</li> <li>15. It took me three hours to — all these documents. (examine)</li> </ol> |
|--|--|

16. My brother is not — as everybody expected. (progress)
17. Hurry up, James, we must — just now. (leave the bus)
18. Everybody — his scheme and he had to give up in the end. (oppose)

19. Yes, I — the bus at King's Road but I did not see you. (enter)
20. It would be safer for you — as soon as possible. (escape)

1. *put up*
2. *make it up*
3. *put off*
4. *make up*
5. *get off*
6. *get on*
7. *put out*
8. *get over*

9. *make out*
10. *set up*
11. *get on*
12. *get away*
13. *put through*
14. *grow up*
15. *make up one's mind*

C) *Translate these sentences into English:*

1. Deberías asegurarte que todo está en orden.
2. Tu amigo se está volviendo calvo.
3. El se puso peor después de la operación.
4. Esto se ha enfriado demasiado.
5. Si él continúa hablando, no hará nada.
6. Ella se enoja por nada.
7. Cuanto más comas, más gordo te pondrás.
8. No te bajes del tren todavía. Espera un minuto.
9. Debes examinar sus proposiciones de nuevo.
10. Tu hermana no debería maquillarse tanto.

11. El se enfermó debido al fuerte calor.
12. Todos los suministros se pusieron malos.
13. El acostumbraba a levantarse más temprano.
14. Deberías empezar a preparar todo
15. Es hora de que te decidas a venir con nosotros.
16. Ellos huyeron y nadie los vio.
17. ¿Por qué no hacéis las paces ahora?
18. Ella no pudo soportar a semejante individuo.
19. Todo se puso difícil para ellos.
20. No creas nada; todo ha sido inventado por él.

D) *Instead of the words in italics put in the equivalent idiom from this lesson:*

- |  |  |
|--|--|
| 1. The thief <i>escaped</i> from the prison.           | 11. She must <i>decide</i> if she wants to marry him.                |
| 2. The dog could not <i>reach</i> the cat.             | 12. You must not <i>oppose</i> your mother's wishes.                 |
| 3. The children <i>ridiculed</i> the old man.          | 13. We shall <i>start our journey</i> tomorrow.                      |
| 4. It is difficult to <i>surmount</i> that wall.       | 14. I lent him £100 and he <i>became established</i> as a carpenter. |
| 5. Young girls should not <i>apply cosmetics</i> .     | 15. She has <i>saved</i> £1,000.                                     |
| 6. It is difficult to <i>understand</i> what he means. | 16. I am <i>leaving</i> next week.                                   |
| 7. They should <i>proceed</i> with their plans.        | 17. The thief <i>ran away</i> with the hand-bag.                     |
| 8. That young man is <i>progressing</i> very well.     | 18. Suddenly the light <i>stopped</i> .                              |
| 9. He <i>continues</i> playing the piano.              | 19. When I go to London I always <i>lodge</i> at the Hilton.         |
| 10. I want you to <i>examine</i> these papers.         | 20. The lecture was <i>postponed</i> for a week.                     |

E) *Complete the Past Continuous form in the following:*

1. The boy jumped off the tram while it (move).
2. The fire still (burn) at six o'clock this morning.
3. He (walk) across the bridge when his hat blew off.
4. She cut her finger while she (cut) the bread and butter.
5. The bus started while I (get) on.
6. When I (listen) to the wireless last night, I heard a loud scream.
7. The light went out while we (have) supper.
8. She finished the housework while she (cook) the lunch.
9. The children (do) their homework when their father came back from the office.
10. I took another cake when you (not look).

## LESSON SEVENTEEN

*Sir Walter Scott (1771-1832)*



Sir Walter Scott was born in Edinburgh and, as a child, he was very interested in his family history, and many of his best stories are based on actual memories of members of his family. He was brought up in his grandfather's country house, because of an accident which had made him lame when very young. There he grew strong and active, becoming a great rider and, in spite of his lameness, a great walker; he was a delightful companion and while still at school was well known as a good story-teller. Scott was trained as a lawyer, and while still practising as such published a volume of old Scottish ballads and three years later, a narrative poem of his own "The Lay of the Last Minstrel" which was an immediate success.

Scott's poetry was so popular that he was able to buy an estate on the banks of the river Tweed and build his Gothic mansion "Abbotsford".



Scott published his first novel "Waverley" when he was 43 years old. It was the first historical novel to be written in English, and in the next twelve years Scott wrote nineteen other historical novels.

Scott's influence both on English literature and in Europe is very great. Two of his best historical novels are "Ivanhoe" and "Kenilworth". He wrote 28 novels in all, many poems, a life of Napoleon, and many articles for periodicals.

*Answer the following questions on the Reading Passage:*

1. In what city was Sir Walter Scott born?
2. Of what country is Edinburgh the capital?
3. What was he interested in as a child?
4. What are many of his best stories based on?
5. Where was he brought up?
6. What happened to him when he was very young?
7. What did he grow in to at his grandfather's house?
8. What kind of a companion was he?
9. What did he train as?
10. When did he publish a volume of old Scottish ballads?
11. Was his poetry popular?
12. What was he able to buy?
13. What was the first novel he published?
14. How many other historical novels did he write?
15. Which were two of his best historical novels?

### NEW WORDS

<i>based</i>	[beɪst]	<i>mansion</i>	['mænʃən]
<i>lame</i>	[leɪm]	<i>periodicals</i>	[piəri'ɒdɪkəlz]
<i>lameness</i>	['leɪmnɪs]	<i>perfectly</i>	['pə:fɪktli]
<i>volume</i>	['vɒljəm]	<i>ripe</i>	[raɪp]
<i>narrative</i>	['nærətɪv]	<i>brake</i>	[breɪk]
<i>minstrel</i>	['mɪnstrəl]	<i>berry</i>	['beri]
<i>estate</i>	[is'teɪt]		

### GRAMMATICAL EXPLANATIONS

*Uso copulativo de "smell", "taste", "feel", "sound", "turn", "seem", "look" "appear".* Frecuentemente estos verbos tienen un sentido copulativo. Su función, en este caso, es servir de cópula o unión entre el sujeto y su predicado.

*Feel, taste y smell* tienen también un significado pasivo la mayoría de las veces.

Todos estos verbos, usados en forma intransitiva, exigen que el predicado sea un *adjetivo* y no un adverbio.

Obsérvense los ejemplos siguientes:

*Smell.*—Mr. White's kitchen smells good.

This towel was not very clean, it smelt unpleasant.

I'm not going to eat this ham, it smells bad.

My friend Bob always smells of wine.

I like this soap, it smells of roses.

*Taste.*—The wine in this house always tastes watery.

I don't like this drink, it tastes sour.

*Feel.*—This cat's fur feels very soft.

He did not feel air-sick during the flight.

*Sound.*—She says that his Oxford accent sounds funny to her.

What Roger said sounded rather original at first.

*Turn.*—The milk has turned sour.

It has turned stormy.

*Seem.*—What your brother said seems incredible to me.

He seemed rather confused when I met him.

*Look.*—Margaret looked beautiful in her new dress.

This city looks modern and clean.

*Appear.*—The problem now appears more difficult than ever.

Henry's story appeared to be true at the beginning.

## EXERCISES

A) Write the following sentences with the given adverb:

1. The student on my left (right) makes mistakes (always).
2. The student on my right (left) answers correctly (never).
3. My friend stays long (never).
4. I am going for a walk (just).

5. She has come in (just).
6. I travel by train (usually).
7. Mary can swim now (nearly).
8. She knows what to say about it (scarcely).
9. I can't understand (quite).
10. The porter was able to carry my luggage (hardly).

B) *Re-write the following sentences, using "enough to":*

1. You are quite clever; you understand perfectly.
2. You are quite old now; you ought to know better.
3. I am very tired; I can sleep all night.
4. Are you very tall? Can you reach that picture?
5. The fruit is ripe; we can pick it.
6. The story is short; we can read it in one lesson.
7. The moon is very bright; I can read a book by it.
8. The wind is very strong; it will blow the roof off.
9. That man is quite stupid; he believes me.
10. I have enough money; I can pay the bill.

C) *Put the verbs in the correct tense and insert "since" or "for":*

1. That boy (not wash) his face ... some time.
2. She (not buy) a new hat ... six months.
3. They (stay) at the same hotel every year ... five years.
4. They (build) that bridge ... several months, but they (no finish) it yet.
5. Poor old Henry (not have) a holiday ... the year before last.
6. I (wait) ... two hours, but she (not come) yet.
7. She (practise) the piano ... six o'clock; I hope she'll soon finish.
8. Although Walter (study) at the University ... five years, he (not get) his degree yet.
9. I (not have) a good night's sleep ... last week.
10. He (court) her ... seven years now, but he still (not ask) her to marry him.

D) *Write the following sentences: a) in Past Tense; b) in Past Tense, negative.*

- |                                 |                              |
|---------------------------------|------------------------------|
| 1. I choose a book.             | 3. He does his work well.    |
| 2. The servant sweeps the room. | 4. That pudding smells nice. |

- |                             |                              |
|-----------------------------|------------------------------|
| 5. You find your bag.       | 8. Someone steals the money. |
| 6. You wear a lovely dress. | 9. We ring the bell.         |
| 7. I say "No".              | 10. You ride a bicycle.      |

E) *Put into the passive voice:*

1. The teacher is watching you.
2. The men dug the iron out of the ground.
3. They have already read three books.
4. He turned out all the lights before he went to bed.
5. The wind shook the branches of the tree.
6. He will meet you at the theatre.
7. Mrs. Carter makes a number of nice dishes.
8. Who told you the news before you left?
9. The man who teaches English lives near by.
10. They will have completed the building before the end of the year.

### PRONUNCIATION EXERCISE

Los siguientes grupos de palabras se pronuncian igual:

- |                     |                      |
|---------------------|----------------------|
| a) allowed<br>aloud | f) bough<br>bow      |
| b) aren't<br>aunt   | g) blue<br>blew      |
| c) bare<br>bear     | h) brake<br>break    |
| d) bee<br>be        | i) Britain<br>Briton |
| e) bean<br>been     | j) berry<br>bury     |

## LESSON EIGHTEEN

### *Sir Henry Bessemer (II)*

This discovery gave Bessemer a brilliant idea. He knew that in order to make steel it is necessary to purify the iron, not only by reducing the carbon contents but also by removing the silicon and phosphorous in it. Then, when it was purified, very small quantities of carbon and manganese ferro-alloys are added to it to "kill" or "calm" the metal. It now occurred to Bessemer that, by forcing a current of air through the molten iron in an enclosed instead of an open bath or converter, the oxygen in the air might burn or drive out the impurities in the iron, without using external heating, and carry them away through the chimney. So he tried pouring a quantity of molten iron into a large cylindrical converter and blowing air into this through a number of pipes in the cover, producing his air blast by means of a twenty-power engine.

'All went on quietly for about ten minutes', Bessemer tells us. Sparks ascended through the opening on the top of the converter, just as I supposed would be the case. But soon after a rapid change took place... The silicon had been quietly consumed, and the oxygen, next uniting with the carbon, sent up an ever-increasing stream of sparks and a voluminous white flame. Then followed a succession of mild explosions, throwing molten slags and splashes of metal high up into the air, the apparatus becoming a veritable volcano in a state of active eruption. No one could approach the converter to turn off the blast, and some low, flat roofs close at hand were in danger of being set on fire by the shower of red-hot matter falling on them. All this was a revelation to me, as I had in no way anticipated such violent results. However, in ten minutes more the eruption had ceased, the flame died down, and the process was complete.

The experiment had worked. Bessemer found that he had, in fact, purified his iron without any form of external heating. In doing so, he had also established a most important fact: that the process of oxidation (the removal of impurities) in itself automatically raises the temperature of the metal to a far higher degree than it is possible to attain by normal furnace heating, and, moreover, that oxidation can be brought about just as easily by cold air as by hot air.

Bessemer's next task was to design a more efficient and less dangerous type of converter. After making several further experiments, he decided that oxygen would penetrate the molten metal more evenly, and so the iron be purified more efficiently and more speedily, if the air were introduced through the bottom of the converter instead of through the cover. So eventually he built a converter, which he mounted on trunnions, that is, very simple bearings, with a gearing system that would allow him to rotate the converter to different angles. With the converter in a horizontal position, he poured the molten iron, and then turned on the air current to blow air over the material as before. But, once oxidation had started, he slowly rotated the converter into an upright position, at the same time considerably increasing the air pressure to prevent liquid metal from running back into the air holes. After rather less than 15 minutes, when the purifying process had been completed, he added the necessary carbon and other substances and poured this metal into moulds.

His new converter proved most efficient; Bessemer had succeeded in turning molten pig iron into high-grade steel in only about 15 minutes.

NORMAN WYMER, *Great Inventors*.

*Answer the following questions on the Reading Passage:*

1. What elements must be removed from iron to make steel?
2. Which has more carbon in it, iron or steel?
3. Where did Henry Bessemer blow air into the converter the first time?
4. What kind of an engine did he use to produce the air blast?
5. Where did the sparks come out of?
6. What was the cause of the white flame?
7. What did Bessemer compare the apparatus to?
8. What was in danger of being set on fire?
9. Had Henry Bessemer expected this?
10. Why was his experiment successful?
11. What was the cause of the very high temperature?
12. What is molten?
13. How long did it take him to make high grade steel?
14. Have you ever seen a Bessemer converter?
15. What was Henry Bessemer's reward?

## NEW WORDS

<i>to purify</i>	[ˈpjuəɹɪfaɪ]	<i>apparatus</i>	[apəˈreɪtəs]
<i>carbon</i>	[ˈkaːbən]	<i>volcano</i>	[vɒlˈkeɪnəu]
<i>silicon</i>	[ˈsɪlɪkən]	<i>eruption</i>	[ɪˈrʌpʃən]
<i>phosphorous</i>	[ˈfɒsfərəs]	<i>revelation</i>	[revɪˈleɪʃən]
<i>manganese</i>	[mænɡəˈniːz]	<i>oxidation</i>	[ɒksiˈdeɪʃən]
<i>ferro-alloy</i>	[ˈfɛrəuˈalɔɪ]	<i>to bring about</i>	[ˈbrɪŋ əˈbaʊt]
<i>molten</i>	[ˈməʊltən]	<i>to penetrate</i>	[ˈpenɪtreɪt]
<i>converter</i>	[kənˈvɜːtə(r)]	<i>evenly</i>	[ˈiːvənli]
<i>oxygen</i>	[ˈɒksɪdʒən]	<i>speedily</i>	[ˈspiːdɪli]
<i>cylindrical</i>	[sɪˈlɪndrɪkəl]	<i>trunnion</i>	[ˈtrʌnɪən]
<i>blast</i>	[blɑːst]	<i>bearing</i>	[ˈbeərɪŋ]
<i>to ascend</i>	[əˈsend]	<i>gearing system</i>	[ˈɡiərɪŋ ˈsɪstəm]
<i>voluminous</i>	[vəˈljʊːmɪnəs]	<i>to rotate</i>	[rəʊˈteɪt]
<i>flame</i>	[fleɪm]	<i>upright</i>	[ˈʌpˈraɪt]
<i>slag</i>	[slæg]	<i>pressure</i>	[ˈpreʃə(r)]
<i>splash</i>	[splʌʃ]	<i>mould</i>	[ˈməʊld]

## GRAMMATICAL EXPLANATIONS

*Los verbos "do" y "make". Tanto do como make se traducen por hacer en español; no obstante, su valor no es intercambiable.*

*Do* significa, generalmente, *realizar, actuar, ejecutar, llevar a cabo una cosa.*

*Make* significa, mayormente, *fabricar, construir.* *Make* implica una acción más concreta que *do*.

También *make*, cuando va seguido de un objeto gramatical, significa *compeler, forzar, obligar y transformar.*

The doctor made *him* give up drinking.

The teacher makes *us* speak in English.

He made *Peter* an honest man.

His book made *him* famous.

No obstante, el correcto empleo de estos verbos, por ser eminentemente idiomático, sólo es posible adquirirlo con la práctica.

He aquí, a continuación, una lista de un buen número de los complementos que siguen o acompañan a *do* y *make*:

*to do*

<i>do</i> a thing	= hacer una cosa
<i>do</i> something	= hacer algo
<i>do</i> nothing	= no hacer nada
<i>do</i> good to someone	= hacer bien a alguien
<i>do</i> an exercise	= hacer un ejercicio
<i>do</i> an examination	= hacer un examen
<i>do</i> justice	= hacer justicia
<i>do</i> a favour	= hacer un favor
<i>do</i> a test	= hacer una prueba
<i>do</i> wonders	= hacer maravillas
<i>do</i> a sum	= hacer una suma
<i>do</i> one's duty	= cumplir con el deber
<i>do</i> a composition	= hacer una composición
<i>do</i> one's best	= esmerarse
<i>do</i> one's hair	= peinarse
<i>do</i> business	= hacer negocios
<i>do</i> the homework	= hacer la tarea
<i>do</i> well	= progresar
<i>do</i> wrong	= hacer mal

*to make*

<i>make</i> friends	= hacer amigos
<i>make</i> a mistake	= cometer un error
<i>make</i> plans	= hacer planes
<i>make</i> a promise	= hacer una promesa
<i>make</i> a speech	= echar un discurso
<i>make</i> a journey	= hacer un viaje
<i>make</i> money	= hacer dinero
<i>make</i> peace	= hacer la paz
<i>make</i> war	= hacer la guerra
<i>make</i> a noise	= hacer ruido
<i>make</i> a fortune	= hacer una fortuna
<i>make</i> a present	= hacer un regalo
<i>make</i> someone laugh	= hacer reír a alguien
<i>make</i> a fuss	= formar un alboroto
<i>make</i> the beds	= hacer las camas
<i>make</i> progress	= hacer progresos
<i>make</i> preparations	= hacer preparativos
<i>make</i> room	= hacer sitio
<i>make</i> haste	= darse prisa
<i>make</i> arrangements	= hacer preparativos

NOTA.—En los complementos de *do* y *make* no se han incluido preposiciones o adverbios que modifican el sentido general de estos dos verbos, dando lugar a "compound verbs".



## A Joke

An old lady was watching a workman digging in the street.

"What are you digging for, my man?"

"Money."

"You don't say! And when do you expect to get it?"

"On pay day."

## E X E R C I S E S

A) *Put in the appropriate form of "do" or "make":*

- |  |   |
|--|---|
| 1. Henry — a good job. He — tables.              | 13. She wants to — a lot of things there.               |
| 2. She — very good tea last night.               | 14. I'm sorry, but I can't — you this favour.           |
| 3. Will you help me — the housework?             | 15. A lot of things are — of iron.                      |
| 4. Our teacher — us work hard.                   | 16. Hearing him speaking — me sick.                     |
| 5. He owns a good business and — a lot of money. | 17. Yes, they — the trip last year.                     |
| 6. Yes, I shall — it next time.                  | 18. Although he is English, he — the speech in Spanish. |
| 7. Mary — her own dresses herself.               | 19. She — her best to keep the house clean.             |
| 8. What did she — there?                         | 20. He — nothing when you are with him.                 |
| 9. This kind of fruit will — you good.           | 21. Mary — the beds and she — her duties too.           |
| 10. It's difficult to — them see they are wrong. | 22. What have you — with the pen I gave you?            |
| 11. Helen is — her hair now.                     |   |
| 12. How many mistakes have you —, Tom?           |   |

B) *Translate these sentences into English:*

- |  |  |
|--|--|
| 1. El se hizo un agujero en el zapato. | 4. Hacedme sitio, quiero ir con vosotros.  |
| 2. Me hizo reír cuando me lo contó.    | 5. ¿Qué has hecho con el dinero que te di? |
| 3. No pudo hacerse oír desde allí.     |  |

- |   |  |
|---|--|
| 6. Deberías hacer esta clase de ejercicio.  | 9. Ella tiene muchas cosas que hacer todos los días. |
| 7. Ellos están haciendo mucho dinero ahora. | 10. ¿Te hizo él el regalo por fin?                   |
| 8. ¿Pudiste hacerte entender?               | 11. No he hecho la tarea todavía.                    |
|   | 12. Hiciste mal, debiste haberla saludado.           |

C) *Translate these sentences into English:*

- |   |   |
|---|---|
| 1. Huele mucho a vino aquí.             | 6. ¿No huele a café ahora?                |
| 2. Me siento débil porque no he comido. | 7. El parece más feliz ahora que antes.   |
| 3. No me gusta porque sabe a queso.     | 8. Me siento mejor, gracias.              |
| 4. El tiempo se ha vuelto lluvioso.     | 9. El parecía preocupado cuando yo le vi. |
| 5. Si te sabe malo, no lo comas.        | 10. Este perfume huele muy bien.          |

D) *Put in "who", "whom", "whose", "which", or "what":*

- |   |  |
|---|--|
| 1. ... did you see yesterday?                   | 9. ... is the highest mountain in America?     |
| 2. ... are you going to buy?                    | 10. ... pen is that?                           |
| 3. ... are you going to speak to?               | 11. He is the man ... did it.                  |
| 4. ... book do you like best?                   | 12. ... of those books have you read?          |
| 5. ... did you see in the room?                 | 13. ... chair is this?                         |
| 6. If you had a lot of money, ... would you do? | 14. ... a wonderful idea!                      |
| 7. ... book is this, yours or his?              | 15. England, ... is an island, is quite small. |
| 8. ... day is it today?                         |  |

E) *Give the opposite of:*

- |           |                 |
|-----------|-----------------|
| 1. good.  | 6. slow.        |
| 2. wrong. | 7. to remember. |
| 3. well.  | 8. sun.         |
| 4. peace. | 9. best.        |
| 5. rich.  | 10. clean.      |

## LESSON NINETEEN

*Charles Dickens (1812-1870)*



Charles Dickens was born at Portsmouth, in England, and, because he was not a very strong child, he read many books while his friends were taking part in outdoor sports. Quite early, too, he visited theatres and so began to acquire a taste for the stage which lasted throughout his life. Owing to the financial difficulties of his parents, Dickens' education was very much neglected, but while helping in all the menial jobs of the household he also managed to continue reading. When his father was sent to prison for owing money, Charles was sent to work in a factory, but later he became a clerk in an attorney's office. He read in the British Museum, and became a skilful writer of shorthand; then he took a post as a reporter, and the first original stories he published were "Sketches by Boz". When "The Pickwick Papers" began to be published in monthly parts, Dickens became famous. "Oliver Twist" and "Nicholas Nickleby" followed soon after and Dickens' fortune was made. In January 1842, Dickens sailed for America, and was received

there with great enthusiasm. The famous "Christmas Carol" was first published in 1843. "David Copperfield" appeared in 1849 and is, perhaps, Dickens' most famous work. On 8th June 1870, after working at a book all day, Dickens had a sudden stroke and died on the following day. He was buried in Westminster Abbey.

*Answer the following questions on the Reading Passage:*

1. Where was Charles Dickens born?
2. What kind of a child was he?
3. What did he do while his friends were playing games?
4. What did he visit quite young?
5. Were his parents rich?
6. Why was his education very much neglected?
7. What did he do in the house?
8. When was Charles sent to work in a factory?
9. What did he do in the British Museum?
10. What did he become?
11. How was the "The Pickwick Papers" published?
12. What did Dickens do in 1842?
13. How was he received there?
14. What did he publish in 1843?
15. Where is Dickens buried?

### NEW WORDS

<i>outdoor</i>	[ˈaʊtɔː(r)]	<i>reporter</i>	[riˈpɔːtə(r)]
<i>to acquire</i>	[əˈkwaiə(r)]	<i>enthusiasm</i>	[enˈθjuːziəzm]
<i>owing to</i>	[ˈəʊɪŋ tu]	<i>carol</i>	[ˈkærəl]
<i>menial</i>	[ˈmiːniəl]	<i>sudden</i>	[ˈsʌdən]
<i>household</i>	[ˈhaʊshəʊld]	<i>stroke</i>	[strəʊk]
<i>attorney</i>	[əˈtəːni]	<i>innocence</i>	[ˈɪnəsəns]
<i>skilful</i>	[ˈskɪlfʊl]	<i>paragraph</i>	[ˈpærəgrɑːf]
<i>shorthand</i>	[ˈʃoːthænd]	<i>stale</i>	[steɪl]

### GRAMMATICAL EXPLANATIONS

*El uso de "either" y "neither".* Estas dos palabras son muy importantes en inglés y pueden desempeñar funciones de *conjunciones*, *pronombres*, *adjetivos* y *adverbios*.

*Either* significa *any one of two* = cualquiera de los dos, uno u otro, ambos.

*Neither* significa *not either* = ninguno de los dos, ninguno.

Recuerde que:

*not any* = *no*  
*not either* = *neither*

*Como conjunciones coordinadas:*

*Either* you or your brothers are lying = *O tú o tus hermanos mentís.*

*Neither* you nor I know the truth = *Ni tú ni yo sabemos la verdad.*

*Como pronombres:*

*Either* of them would have been all right for me = *Cualquiera de los dos hubiera estado bien para mí.*

*Neither* of them was green = *Ninguno de ellos era verde.*

*Como adjetivos:*

In *either* case, somebody suffers = *En ambos casos, alguien sufre.*

*Neither* book is well written = *Ningún libro está bien escrito.*

*Como adverbios, "either" y "neither" significan tampoco.*

My brother does not know her <i>either</i>	}	<i>Mi hermano tampoco la conoce</i>
<i>Neither/nor</i> does my brother know her		
I could not translate it <i>either</i>	}	<i>Yo tampoco pude traducirlo.</i>
<i>Neither/nor</i> could I translate it		

## EXERCISES

A) Re-write the following "no" sentences in the "not ... any" form:

1. Why do you think an Englishman speaks no language but his own?
2. I've read no poetry since I recited "The Daffodils".
3. I've been nowhere this summer. I've had no time.
4. I'll speak neither to him nor to his wife.

5. We met nobody on the way back, so we have no proof of our innocence.
6. My car needs no new tyres.
7. I've been nowhere else.
8. He could remember neither the words nor the music.
9. I wonder why he told me nothing else.
10. I have no more money, so I can buy nothing else.

B) *Insert "some", "any", "one" or "ones", as required:*

1. I want ... new potatoes; have you ...?
2. You have a lot of apples; please give me ...
3. I asked him for ... soap, but he hadn't ...
4. These loaves are stale; please give me ... new ...
5. I'll have a cigarette; will you have ... too?
6. I want ... flour, but the grocer hasn't ...
7. You have ... lovely gramophone records; will you play me just ... before I go?
8. I asked him for ... ink, and he gave me ...
9. I've lost my pencil. Have you ... to lend me?
10. So this is your house. It's a very pretty ...

C) *Put the verb into the correct tense:*

To work	{	I ... not ... there every morning.
		He ... not ... there tomorrow.
		She must ... there every day.
		Can he ... in this room?
		Is she ... there?
		He ... eight hours a day.
To speak	{	He ... not ... at this moment.
		I ... ... to the teacher tonight.
		She can ... English.
		You mustn't ... Spanish in class.
		He ... not ... Spanish in class.
To play	{	He ... English in class.
		Can you ... the piano?
		He ... not ... with the aeroplane now.
		She ... not ... the piano every day.
		... you ... the piano tomorrow?
		Mustn't she ... the piano now?
		She ... the piano very well.

D) *Where are you when you say:*

- |                 |  |
|-----------------|--|
| 1. "Go up?"     | When I say "go up", I am ... stairs.       |
| 2. "Come up?"   | When I say "come up", I am ... stairs.     |
| 3. "Go in?"     | When I say "go in", I am ... the room.     |
| 4. "Come in?"   | When I say "come in", I am ... the room.   |
| 5. "Go down?"   | When I say "go down", I am ... stairs.     |
| 6. "Come down?" | When I say "come down", I am ... the room. |
| 7. "Come out?"  | When I say "come out", I am ... the room.  |
| 8. "Go out?"    | When I say "go out", I am ... the room.    |

E) *Translate into English:*

- |  |                                    |
|--|------------------------------------|
| 1. Ninguno de los dos sabe nada de esto. | 6. No fumo ni bebo.                |
| 2. O él o ella mienten.                  | 7. Ni él ni ella son inteligentes. |
| 3. Tampoco yo pude hacerlo.              | 8. Dame cualquiera.                |
| 4. O vienes o te quedas.                 | 9. No lo sé yo tampoco.            |
| 5. Ninguno de ellos era el mío.          | 10. Cualquiera de los dos lo hará. |

PRONUNCIATION EXERCISE

*Entonación:*

La melodía núm. 1 ↘ se emplea en mandatos:

1. Close the door. ↘
2. Stop the bus. ↘
3. Ask him to come here. ↘
4. Fetch me my book, Betty. ↘
5. Take the underground. ↘
6. Put on your coat. ↘
7. Read the first paragraph. ↘
8. Let me show you how to do it. ↘
9. Open your books. ↘
10. Be silent. ↘

## LESSON TWENTY

### *Peter Cartwright (I)*

"I was born September 1st, 1785, in Amherst County, on James River, in the State of Virginia. My parents were poor. My father was a soldier in the great struggle for liberty, in the Revolutionary War with Great Britain. He served over two years. My mother was an orphan.

Shortly after the united colonies gained their independence, my parents moved to Kentucky, which was a new country. It was an almost unbroken wilderness from Virginia to Kentucky at that early day, and this wilderness was filled with thousands of hostile Indians, and many thousands of the emigrants to Kentucky lost their lives by these savages. There were no roads for carriages at that time, and although the emigrants moved by thousands, they had to move on pack horses. Many adventurous young men went to this new country.

The fall my father moved, there were a great many families who joined together for mutual safety, and started for Kentucky. Besides the two hundred families thus united, there were one hundred young men, well armed, who agreed to guard these families through, and as a compensation, they were to be supported for their services. After we struck the wilderness we rarely travelled a day but we passed some white persons murdered and scalped by the Indians while going to or returning from Kentucky. We travelled on till Sunday, and, instead of resting that day, the voice of the company was to move on.

It was a dark, cloudy day, misty with rain. Many Indians were seen through the day skulking round by our guards. Late in the evening we came to what was called "Camp Defeat", where a number of emigrant families had been all murdered by the savages a short time before. Here the company called a halt to camp for the night. It was a solemn, gloomy time; every heart quaked with fear.

Soon the captain of our young men's company placed his men as sentinels all round the encampment. The stock and the women and children were placed in the centre of the encampment. Most of the men that were heads of families, were placed around outside the women and children. Those who were not placed in this position, were ordered to take their stand farther outside, in the edge of



the brush. It was a dark, dismal night, and all expected an attack from the Indians.

That night my father was placed as a sentinel, with a good rifle, in the edge of the brush. Shortly after he took his stand, and all was quiet in the camp, he thought he heard something moving toward him, and grunting like a swine. He knew there were no swine with the moving company, but it was so dark he could not see what it was. Presently he perceived a dark object in the distance, but nearer him than at first, and believing it to be an Indian aiming to spring upon him and murder him in the dark, he levelled his rifle, and aimed at the dark lump as well as he could, and fired. He soon found he had hit the object, for it flounced about at a terrible rate, and my father gathered himself up and ran into camp.

When his gun fired, there was an awful screaming throughout the encampment by the women and children. My father was soon asked what was the matter. He told them the circumstances of the case, but some said he was scared and wanted an excuse to come in; but he affirmed that there was no mistake, that there was something, and he had shot it; and if they would get a light and go with him, if he did not show them something, then they might call him a coward for ever. They got a light and went to the place, and there they found an Indian, with a rifle in one hand and a tomahawk in the other, dead. My father's rifle-ball had struck the Indian nearly central in the head.

There was but little sleeping in the camp that night. However, the night passed away without any further alarms, and many glad hearts hailed the dawn of a new day. The next morning, as soon as the company could pack up, they started on their journey.

*Answer the following questions on the Reading Passage:*

1. When was Peter Cartwright born?
2. Where was he born?
3. What was Peter's father?
4. In which war did Peter's father take part?
5. When did his parents move to Kentucky?
6. What was the way from Virginia to Kentucky like?
7. What do you understand by the word 'wilderness'?
8. How did the emigrants move from one place to another?
9. What happened to some emigrant families at Camp Defeat?
10. What did the company do when they expected an attack from the Indians?

11. What happened to Peter's father when he was placed as a sentinel?
12. What happened in the camp when he fired his gun?
13. Did his companions believe him when he told them what he thought had happened?
14. Why did he say they might call him a coward for ever?
15. What did the company do the next morning?

## NEW WORDS

<i>bloody</i>	[ˈblʌdi]	<i>gloomy</i>	[ˈgluːmi]
<i>orphan</i>	[ˈoːfən]	<i>to quake</i>	[kweɪk]
<i>unbroken</i>	[ʌnˈbrəʊkən]	<i>sentinel</i>	[ˈsentɪnl]
<i>hostile</i>	[ˈhostaɪl]	<i>encampment</i>	[ɪnˈkæmpmənt]
<i>emigrant</i>	[ˈemɪgrənt]	<i>brush</i>	[brʌʃ]
<i>savage</i>	[ˈsævɪdʒ]	<i>dismal</i>	[ˈdɪzməl]
<i>pack horse</i>	[ˈpæk ˈhoːs]	<i>rifle</i>	[ˈraɪfl]
<i>adventurous</i>	[ədˈventʃərəs]	<i>to grunt</i>	[grʌnt]
<i>safety</i>	[ˈseɪfti]	<i>swine</i>	[swaɪn]
<i>compensation</i>	[kəmpenˈseɪʃən]	<i>to leve!</i>	[ˈlevl]
<i>to support</i>	[səˈpɔːt]	<i>lump</i>	[lʌmp]
<i>to murder</i>	[ˈmɜːdə(r)]	<i>screaming</i>	[ˈskriːmɪŋ]
<i>to scalp</i>	[skalp]	<i>scared</i>	[skeəd]
<i>misty</i>	[ˈmɪsti]	<i>coward</i>	[ˈkauəd]
<i>to skulk</i>	[skʌlk]	<i>tomahawk</i>	[ˈtɒməhoːk]
<i>halt</i>	[hoːlt]	<i>to hail</i>	[heɪl]
<i>solemn</i>	[ˈsələm]	<i>dawn</i>	[doːn]

## GRAMMATICAL EXPLANATIONS

“*Either*” y “*neither*”, “*too*”, “*so*” en las expresiones, “*yo también, tú también*”..., “*yo tampoco, tú tampoco*”... La traducción de *yo también, tú también*, etcétera, exige que la oración sea afirmativa, y depende del verbo y del tiempo que se use.

Si el verbo de la oración es *to be*, *to have* o *un defectivo*, la respuesta exige el mismo verbo, precedido éste de “*so*”. Si el verbo de la oración es cualquier otro verbo, entonces se usa *do*, *does*, *did* en la contestación, precedidos estos auxiliares de “*so*” igualmente. Usamos *do*, *does* para el presente, y *did* para el pasado:

He is an engi- neer,	and <i>so</i> am I	= and I am <i>too</i>	= Yo tam- bién
They have passed their examination,	and <i>so</i> have I	= <i>and</i> I have <i>too</i>	= Yo tam- bién
Margaret can speak French,	and <i>so</i> can I	= <i>an</i> I can <i>too</i>	= Yo tam- bién
Ernest will buy the car,	and <i>so</i> will James	= and James will <i>too</i>	= Jaime tam- bién
He goes to the pictures,	and <i>so</i> do I	= and I do <i>too</i>	= Yo tam- bién
You travel by plane,	and <i>so</i> does Henry	= and Henry does <i>too</i>	= Enrique también
They travelled in Germany,	and <i>so</i> did my father	= and my father did <i>too</i>	= Mi padre también.

La traducción de *yo tampoco*, *tú tampoco*, etc., exige que la oración sea negativa, y depende del verbo y del tiempo que se use.

Si el verbo de la oración es "*to have*", "*to be*" o *un defectivo*, la respuesta exige el mismo verbo precedido de *neither* o *nor*. Si el verbo empleado en la oración es cualquier otro verbo, entonces se usa *do*, *does*, *did* en la contestación, precedidos estos auxiliares de *neither* o *nor*. Como en el caso anterior, usamos *do*, *does* para el presente, y *did* para el pasado:

He is not an en- gineer,	<i>Neither/Nor</i> am I	= I am <i>not either</i>	= Tampoco yo
They have not passed their examination,	<i>Neither/Nor</i> have I	= I have <i>not either</i>	= Tampoco yo
Margaret cannot speak French,	<i>Neither/Nor</i> can I	= I canot <i>either</i>	= Tampoco yo
Ernest will not buy a car,	<i>Neither/Nor</i> will James	= James will <i>not either</i>	= Jaime tampoco
He does not go to the pictures,	<i>Neither/Nor</i> do I	= I do not <i>either</i>	= Yo tam- poco

I do not travel by plane,	<i>Neither/Nor</i> does Henry	= Henry does <i>not</i> <i>either</i>	= Enrique tampoco
They did not visit Germany,	<i>Neither/Nor</i> did my father	= My father did <i>not</i> <i>either</i>	= Mi padre tampoco

NOTA.—*Also* y *too* se usan en oraciones afirmativas, pero no se emplean en oraciones negativas, en las que se usan *either* y *neither*, según se ha visto en los ejemplos anteriores.

*Either... or* se usan en oraciones afirmativas, en la segunda parte de las negativas y en las interrogativas.

*Neither... nor* se usan en las oraciones negativas con el verbo en forma positiva.

### A Joke

When a young woman announces she's engaged, the usual thing to say is: "Who's the lucky man?"

It is a silly question because everybody knows it's her father.

### EXERCISES

- A) Rewrite each pair of the following sentences as in the example, using "either... or":

Ex.: He is very good. He is very bad.  
*He is either very good or very bad.*

- |  |  |
|--|--|
| 1. Roger has spoken to your brother. He has spoken to your sister. | 3. Your friend sent you a card. Your friend sent you a letter. |
| 2. He stole the money. He found it.                                | 4. This boy eats too much. This boy eats too little.           |
|  | 5. Those men do a lot of work. Those men do nothing.           |

- B) Rewrite each pair of the following sentences as in the example, using "either" and "neither":

Ex.: This city is not too big. This city is not too small.

- a) *This city is neither too big nor too small.*  
b) *Neither is it too small = It is not too small either.*

- |  |  |
|--|--|
| 1. Paul has not studied German.<br>He has not studied French.<br><br>2. Henry did not do it. I did not<br>do it. | 3. We shall not go fishing. We<br>shall not go hunting.<br>4. We must not send it today. We<br>must not send it tomorrow.<br>5. Mary cannot play the piano. She<br>cannot play the guitar. |
|--|--|

C) *Rewrite these sentences as in the example:*

Ex: He does not understand Greek. (I, he, Henry, etc.)

a) *Neither/nor do I.*—b) *I don't either.*

- |   |  |
|---|--|
| 1. I did not enjoy my holiday. (he)<br>2. Margaret has not fed the<br>chickens. (I)<br>3. He is not going to build the<br>house. (Peter)<br>4. I do not remember him. (my<br>friend)<br>5. This girl has never been abroad.<br>(my sister)<br>6. We did not speak to anybody.<br>(they)<br>7. Peter did not make a mis-<br>take. (I)<br>8. He does not feel well today.<br>(we)<br>9. Oxford is not a big city. (Cam-<br>bridge)<br>10. They did not thank Mrs. Green.<br>(she) | 11. We have not tried to get it.<br>(Henry)<br>12. This pupil was not listening.<br>(you)<br>13. She has not travelled much.<br>(Mary)<br>14. We haven't drunk anything to-<br>day. (they)<br>15. She would not like to stay<br>here. (I)<br>16. I have never thought of going.<br>(my brother)<br>17. I did not ride on his horse. (my<br>son)<br>18. Peter ought not to have done<br>it. (I)<br>19. He did not answer the teacher's<br>questions. (you)<br>20. She does not want to write the<br>letter. (Helen) |
|---|--|

D) *Rewrite these sentences as in the example:*

Ex: She has studied very hard. (I, he, Henry, etc.)

a) *So have I.*—b) *I have too.*

1. Mary would like to live there. (Helen)
2. I should have spoken to her. (I)
3. They helped me a lot. (my brother)
4. My friend understood the whole speech. (I)
5. Paul has finished all his homework. (Henry)
6. My brother gets up very early now. (I)
7. They take the bus to go to school. (we)
8. We play football every Saturday. (these boys)
9. The library was closed. (the museum)
10. He wants to make her a present. (I)
11. This firm has increased its production. (ours)
12. Our friend gave up smoking. (my father)
13. She grows vegetables in her garden. (Mrs. Brown)
14. We think they are completely wrong. (Peter)
15. I got terribly tired. (my friend)
16. We went swimming yesterday. (I)
17. We might make the trip this year. (Mary)
18. I liked Henry's party. (they)
19. Peter wants to become a lawyer. (my brother)
20. They were watching television. (I)

E) *Translate these sentences into English:*

1. El podría ayudarte y yo también.
2. Tampoco ellos quisieron hacer nada.
3. A Enrique le gustó la película y a mí también.
4. Ninguno de ellos malgastó el dinero.
5. Vosotros lo recordáis y mi hermano también.
6. Yo tampoco lo creo.
7. El tampoco se parece a ti.
8. Ella debería haberse arrodillado y tú también.
9. El otro muchacho tampoco quiso decir nada.
10. Ni él ni ella pudieron comprender lo que yo dije.
11. Esto no es posible y aquello tampoco.
12. Ellos deben visitar la exposición y tú también.
13. El no dijo la verdad, ni tu hermano tampoco.

## LESSON TWENTY-ONE

*Edgar Allan Poe (1809-1849)*



This American poet, romancer and critic, was born in Boston, Massachusetts, in January, 1809. His father and mother were actors of a travelling company, but they died when Edgar was very young and he was adopted by a tobacco merchant. From 1815 to 1820 they lived in England but returned later to the United States where Edgar Allan Poe entered the University of Virginia. Poe was always preoccupied with the idea of death, and this theme appears even in his earliest poems. While he was studying at West Point Military Academy he published several volumes of poems. Poe had a great success as a journalist writing articles, poems and stories for "Graham's Magazine", among others. His sad domestic life, including the loss of his young wife, made Poe turn to drink and drugs for consolation and he died of a brain-fever in October, 1849.

The best of his stories are the "horror" ones, but some of his comic stories are very good. It is as a poet that Poe enjoys the highest fame, and that which has the promise of most permanence, and perhaps his best-known long poem is "The Raven". It was Poe's belief that beauty was a soothing influence, and so

many of his poems are about beautiful things and people such as "To Helen" and "Annabel Lee".

*Answer the following questions on the Reading Passage:*

1. What was Edgar Allan Poe's nationality?
2. Where was he born?
3. What were his parents?
4. Who was he adopted by?
5. Where did he live from 1815 to 1820?
6. What University did he attend?
7. What was he always preoccupied with?
8. What did he publish at West Point?
9. How did he have a great success?
10. What kind of a domestic life did he have?
11. What did he turn to?
12. What are the best of his stories?
13. How did he die?
14. Which is his best known poem?
15. What were many of his poems about?

### NEW WORDS

<i>romancer</i>	[rə'ma:nsə(r)]	<i>consolation</i>	[konsə'ləɪʃən]
<i>critic</i>	['kritik]	<i>brain-fever</i>	['breɪn 'fi:və(r)]
<i>to adopt</i>	[ə'dɒpt]	<i>permanence</i>	['pə:mənəns]
<i>tobacco</i>	[tə'bəkəu]	<i>belief</i>	[bi'li:f]
<i>to preoccupy</i>	[pri'ɒkjupai]	<i>soothing</i>	['su:ðɪŋ]

### GRAMMATICAL EXPLANATIONS

*El lugar de los adverbios en la oración.* El orden de los adverbios, en inglés, no se somete a reglas rígidas, y muchas veces el lugar que el adverbio ocupa en la oración gramatical refleja el énfasis que queremos poner en lo que decimos.

No obstante, una regla fija y fundamental es que *ningún adverbio debe ser colocado entre el verbo y su complemento*:



He speaks English *very well*.  
 I saw her *yesterday*.  
 We bought the shirt *in that shop*.

También, cuando en una oración hay varios adverbios de tiempo o expresiones adverbiales de tiempo, los más particulares o significativos se colocan delante de los más generales:

They landed at Puerto Cabello, at six o'clock, on Tuesday, February, 1926.

At ten o'clock p.m., 11th of October, 1492, Columbus saw a light in the darkness.

*ADVERBIOS. DE: lugar, tiempo, modo, afirmación y duda, cantidad o grado y frecuencia*

Otras reglas más o menos fijas son:

1) Los *Adverbios de lugar* generalmente van detrás del objeto, y si no existe objeto gramatical, siguen al verbo, o sea, van colocados inmediatamente detrás de éste:

They took a plane *at London Airport* for New York.  
 I walked *in my garden* for two hours.

NOTA.—Cuando en una oración hay varios adverbios, los de *modo* preceden a los de *lugar*, y éstos a los de *tiempo*. (No se incluyen en esta regla los adverbios de frecuencia.)

My friend Tom played tennis *extremely well in Caracas last year*.  
 They sunbathe *in shorts in that garden every morning until lunch time*.

2) Los *Adverbios de tiempo* pueden ir al principio de la oración, al final o en el medio.

Son éstos:

<i>now</i>	= ahora, ya	<i>lately</i>	= recientemente
<i>at last</i>	= finalmente	<i>still</i>	= todavía, aún
<i>then</i>	= entonces	<i>immediately</i>	= inmediatamente
<i>afterwards</i>	= después	<i>at once</i>	= al instante
<i>originally</i>	= originalmente	<i>shortly</i>	= en breve
<i>soon</i>	= pronto	<i>eventually</i>	= hasta aquí
<i>once</i>	= una vez	<i>so far</i>	= finalmente
<i>already</i>	= ya		

*At last* he came back from Canada.  
 \* He came back from Canada *at last*.  
 He *at last* came back from Canada.

3) Igualmente ocurre en los siguientes *adverbios de modo*:

<i>completely</i>	= completamente	<i>deeply</i>	= profundamente
<i>carefully</i>	= cuidadosamente	<i>ardently</i>	= apasionadamente
<i>briefly</i>	= brevemente	<i>frankly</i>	= francamente
<i>quickly</i>	= aprisa	<i>anxiously</i>	= ansiosamente
<i>quietly</i>	= tranquilamente		

etcétera, o sea, los acabados en *mente* en castellano:

*Quietly*, he made his speech.  
 \* He made his speech *quietly*.  
 He *quietly* made his speech.

## EXERCISES

A) *Answer these questions:*

1. What can you see if you look up?
2. Are you looking down at your book?
3. At what are you looking?
4. Must you look at your book when you are reading?
5. What can you see if you look out of the window?
6. Can you see me if you look up?
7. Can you look under the chair to see if my pen is there?
8. Is he looking over his glasses?
9. What can you see when you look there?
10. Is he looking down at the floor?

B) *Put in "some", "any" or nothing at all:*

1. I have ... things for you.
2. Could you give me ... money?
3. I haven't ... money.
4. Did they bring ... glasses?

5. Are they ... teachers?
6. Did you buy ... chairs?
7. I know that she is ... where in the house.
8. Have you brought ... books?
9. She has no ... money.
10. Are those ... trees?
11. Give me ... water.
12. Are they ... young women?
13. They aren't ... English.
14. Can you go ... day of the week?
15. Put it ... where you like.
16. Is it so easy that ... one can do it?
17. ... said that but others didn't.
18. Are you sure ... one saw him?
19. He must have ... things to say.
20. Will you have ... more tea?

C) *Supply the correct tense of the verbs in brackets:*

1. You will be ill if you (eat) so much.
2. I (go) if I had known.
3. If my car not (break) down, I should have caught the train.
4. If she were older, she (have) more sense.
5. If you (read) that book carefully, you would understand it.
6. If the children (be) good, they can stay up late.
7. I (buy) that hat if it were not so dear.
8. You (kill) yourself if you always work as hard as that.
9. If they had waited, they (find) me.
10. I'm sure she will do well if she (go) to the University.
11. If it (be) fine tomorrow, I shall play tennis.
12. I shouldn't have thought it possible unless I (see) it.

D) *Read the following statements, adding the necessary question-tag:*

- |                              |                                  |
|------------------------------|----------------------------------|
| 1. He is early this morning. | 6. You won't be late.            |
| 2. We must go now.           | 7. This winter hasn't been cold. |
| 3. You can swim well.        | 8. They ought not to be here.    |
| 4. I was very quick.         | 9. You shouldn't smoke.          |
| 5. It could be done.         | 10. He has finished.             |

- |                             |                                |
|-----------------------------|--------------------------------|
| 11. I am not so fat as you. | 16. They are learning English. |
| 12. They always work hard.  | 17. He has a lot of books.     |
| 13. He speaks English well. | 18. She is too young.          |
| 14. You can help him.       | 19. You eat very quickly.      |
| 15. You teach English.      | 20. We must answer the letter. |

### PRONUNCIATION EXERCISE

*Lectura de homófonos. Palabras que se pronuncian de la misma manera:*

- |                    |                  |
|--------------------|------------------|
| a) knew<br>new     | f) maid<br>made  |
| b) night<br>knight | g) male<br>mail  |
| c) nose<br>knows   | h) mare<br>mayor |
| d) lead<br>led     | i) none<br>nun   |
| e) leant<br>lent   | j) no<br>know    |

## LESSON TWENTY-TWO

### *The two Primary Causes of Civilization*

Of the two primary causes of civilization, the fertility of the soil is the one which in the ancient world exercised most influence. But in European civilization, the other great cause, that is to say, climate, has been the most powerful; and this, as we have seen, produces an effect partly on the capacity of the labourer for work, partly on the regularity or irregularity of his habits. The difference in the result has curiously corresponded with the difference in the cause. For although all civilization must have for its antecedent the accumulation of wealth, still what subsequently occurs will be in no small degree determined by the conditions under which the accumulation took place. In Asia, and in Africa, the condition was fertile soil, causing an abundant successful return, in Europe it was a happier climate causing more successful labour. In the former case, the effect depends upon the relation between the soil and its produce, in other words, the mere operation of one part of external nature upon another. In the latter case, the effect depends on the relation between the climate and the labourer; that is, the operation of external nature not upon itself, but upon man.

Of these two classes of relations, the first being the less complicated, is the less liable to disturbance, and therefore came sooner into play. Hence it is, that in the march of civilization the priority is unquestionable due to the most fertile parts of Asia and Africa. But although their civilization was the earliest, it was very far, indeed, from being the best and most permanent. Owing to circumstances which I shall presently state, the only progress which is really effective depends, not upon the bounty of Natura, but upon the energy of man. Therefore it is that the civilization of Europe, which, in its earliest stage, was governed by climate, has shown a capacity of development unknown to those civilizations which were originated by soil. For the powers of Nature, notwithstanding their apparent magnitude, are limited and stationary; at all events, we have not the slightest proof that they have ever increased, or that they will ever be able to increase. But the powers of man, so far as experience and analogy can guide us, are unlimited; nor are we possessed of any evidence which authorizes us to assign even an imaginary boundary at which the human intellect will, of necessity, be brought to a stand.

And as this power which the mind possesses of increasing its own resources is a peculiarity confined to man, and one eminently distinguishing him from what is commonly called external nature, it becomes evident that the agency of climate, which gives him wealth by stimulating his labour, is more favourable to his ultimate progress than the agency of soil, which likewise gives him wealth, but which does, so, not by exciting his energies, but by virtue of a mere physical relation between the character of the soil and the quantity or value of the produce that it almost spontaneously affords.

BUCKLE, *Civilization in England*.

*Answer the following questions on the Reading Passage:*

1. Which is the earliest great civilization that you know of?
2. Why did the earliest civilizations rise in Asia and Africa?
3. Do you think that the fertility of the soil is the cause of the large populations of Asia.
4. What kind of a climate has Europe?
5. Did the Europeans have to work harder cultivating the soil than the peoples in Asia?
6. Do you think that the only really effective progress depends upon the bounty of Nature?
7. Are the powers of Nature limited?
8. Is there any limit to the powers of man?
9. Is there any limit to the human intellect?
10. What is the great power which distinguishes the human mind from others?
11. Are people in colder climates stimulated more than people in hot climates?
12. Does a cold climate offer a challenge to man?
13. What kind of a climate has Venezuela?
14. Is the land of South America fertile?
15. Does agriculture give wealth?

## NEW WORDS

<i>primary</i>	[ˈpraɪməri]	<i>apparent</i>	[əˈparənt]
<i>fertility</i>	[fəːˈtɪlɪti]	<i>magnitude</i>	[ˈmæɡnɪtjuːd]
<i>capacity</i>	[kəˈpæsɪti]	<i>stationary</i>	[ˈsteɪʃnəri]
<i>regularity</i>	[regjuˈlærɪti]	<i>so far as</i>	[səu ˈfaːr əz]
<i>irregularity</i>	[ɪregjuˈlærɪti]	<i>analogy</i>	[əˈnælədʒi]
<i>antecedent</i>	[antiˈsiːdənt]	<i>to assign</i>	[əˈseɪn]
<i>accumulation</i>	[əˈkjuːmjʊˈleɪʃən]	<i>imaginary</i>	[ɪˈmædʒɪnəri]
<i>subsequently</i>	[ˈsʌbsɪkwəntli]	<i>boundary</i>	[ˈbaʊndəri]
<i>liable</i>	[ˈlaɪəbl]	<i>intellect</i>	[ˈɪntilekt]
<i>disturbance</i>	[dɪsˈtɜːbəns]	<i>stand</i>	[stand]
<i>hence</i>	[hens]	<i>peculiarity</i>	[pɪkjuːlɪˈærɪti]
<i>priority</i>	[praɪˈɔrɪti]	<i>to confine</i>	[kənˈfaɪn]
<i>unquestionable</i>	[ʌnˈkwɛstʃənəbl]	<i>agency</i>	[ˈeɪdʒənsi]
<i>presently</i>	[ˈprezntli]	<i>likewise</i>	[ˈlaɪkwaɪz]
<i>bounty</i>	[ˈbaʊntɪ]	<i>to excite</i>	[ɪkˈsaɪt]
<i>to originate</i>	[əˈrɪdʒɪneɪt]	<i>to afford</i>	[əˈfɔːd]
<i>notwithstanding</i>	[ˈnɒtwɪðˈstændɪŋ]		

## GRAMMATICAL EXPLANATIONS

*El lugar de los adverbios en la oración (continuación):*

4) Los *Adverbios de afirmación y duda* siguen la misma regla que los de *modo*.

Son éstos:

<i>very</i>	= muy	<i>certainly</i>	= ciertamente
<i>really</i>	= realmente	<i>no doubt</i>	= sin duda
<i>of course</i>	= por supuesto	<i>specially</i>	= especialmente
<i>naturally</i>	= naturalmente	<i>in fact</i>	= en efecto
<i>possibly</i>	= posiblemente	<i>actually</i>	= realmente, efectiva- mente
<i>perhaps</i>	= quizá, tal vez		
<i>evidently</i>	= claramente		

*Certainly*, I don't like her sister. (No es normal.)

I don't like her sister *certainly*. (No es normal.)

\* I *certainly* don't like her sister.

5) Los siguientes *Adverbios de cantidad o grado*, igual que los de frecuencia y tiempo indefinido (*sometimes, ever, usually, etc.*), ocupan la posición media en la oración, y en los tiempos compuestos van seguidamente detrás del verbo auxiliar. Son estos adverbios:

<i>quite</i>	= completamente	<i>just about</i>	= sólo, aproximadamente
<i>almost</i>	= casi		mente
<i>just</i>	= justamente	<i>practically</i>	= prácticamente
<i>about</i>	= aproximadamente	<i>fairly</i>	= compleamente, bastante
<i>merely</i>	= simplemente		
<i>half</i>	= medio	<i>altogether</i>	= enteramente, en
<i>hardly</i>	= difícilmente		junto
<i>rather</i>	= más bien	<i>monthly</i>	= mensualmente
<i>partly</i>	= parcialmente	<i>completely</i>	= completamente
<i>doubly</i>	= doblemente	<i>only</i>	= solamente
<i>scarcely</i>	= apenas		

They ought to be *just* arriving.

She has *quite* finished now.

We have *practically* abandoned the project.

Ernest has *hardly* had time to begin.

6) Los *Adverbios de frecuencia: always, often, seldom, ever*, preceden siempre al verbo. Con los anómalos finitos van detrás, y, por lo tanto, en los tiempos compuestos se colocan entre el auxiliar y el verbo principal.

They *never* come with me.

She is *always* playing the piano.

My friend has *never* been here before.

He *often* does it.

If I *ever* go to Paris I will pay you a visit.

Mary *seldom* dresses in white.



## EXERCISES

### A) *Put the adverbs in their correct places:*

1. My friend has seen a city as big as this. (never)
2. Mr. Gardner wears a grey suit on Sundays. (always)
3. Has he sent the letter to our old friend? (already)
4. She asks this silly question every day. (many times)
5. No, we have dinner out together. (now, once a week)
6. No, Peter did not stop there. He came to my house. (direct)
7. Does Mr. Gardner take Jean to the theatre? (often)
8. It is very late, haven't you finished writing, Peter? (yet)
9. We are lucky, they are waiting for us. (still)
10. No, he is not in. He has telephoned saying he won't return till tomorrow. (just)
11. No, he doesn't like it. He has sugarless tea and fruit for breakfast. (usually)
12. He asked me if I had lived in a tropical country. (ever)
13. I go to see my friends. (on Sunday, generally)
14. She was able to save all her property. (fortunately)

### B) *Rewrite these sentences, putting the adverbs in their places:*

1. I before had not been here.
2. He is a very hardworking man certainly.
3. Peter does not enough study and gets low marks.
4. We have seen never such a thing.
5. We touched down almost in a meadow.
6. They do the same kind of work always.
7. Margaret would like fluently to speak Spanish.
8. Peter speaks about that girl seldom.
9. In the evening he is at home never.
10. You are late, the train just has left.

### C) *Put in either "one", "a", "an" or nothing at all:*

1. I think she is ... great talker.
2. Did you buy ... or two boxes of chocolates?
3. ... bicycle is useful.
4. I haven't ... time to do it.
5. ... Paris is in ... France.

- |  |  |
|--|--|
| 6. I have ... work to do.              | 12. Madrid has ... very good water.              |
| 7. I saw ... aeroplane in the sky.     | 13. ... speaker must have ... good voice.        |
| 8. He can do it in half ... hour.      | 14. I only took ... pencil, not two, as he said. |
| 9. That was quite ... easy question.   | 15. How ... hot it is now!                       |
| 10. What ... hard sentences these are! |  |
| 11. What ... nice film that was!       |  |

D) *Complete the following sentences with the correct preposition or adverb:*

- |  |  |
|--|--|
| 1. I turn the light ... when it is dark.     | 8. Are women afraid ... mice?                                  |
| 2. My father always has a siesta ... lunch.  | 9. I told him ... come ... eight ... the morning ... Thursday. |
| 3. I like a glass ... sherry ... lunch.      | 10. What are you thinking ...?                                 |
| 4. A friend is ... the phone asking ... you. | 11. It is not easy ... do that.                                |
| 5. I sent that letter ... air.               | 12. He has a house ... the country.                            |
| 6. I went ... the room and sat ...           | 13. She lives ... teaching English.                            |
| 7. Do you listen ... the news ... the radio? | 14. They saw me coming ... the house.                          |
|  | 15. Who looks ... the children when they are ill?              |

E) *Change the following sentences into the "going to" form of future:*

- |   |   |
|---|---|
| 1. She'll be married this year.                               | 6. I won't be treated like that!            |
| 2. The strong man will lift all these weights above his head. | 7. You won't get a ticket for my next play. |
| 3. I'll practise the piano all the afternoon.                 | 8. Hugh will walk home with me tonight.     |
| 4. I know you will like my painting.                          | 9. Jane will sew on my buttons for me.      |
| 5. What! You won't come home this afternoon?                  | 10. The sun will shine in a minute.         |

## LESSON TWENTY-THREE

### *From "The Pickwick Papers"*

Serjeant Buzfuz now rose with more importance than he had yet exhibited, if that were possible, and vociferated: "Call Samuel Weller."

It was quite unnecessary to call Samuel Weller; for Samuel Weller stepped briskly into the box the instant his name was pronounced; and placing his hat on the floor, and his arms on the rail, took a bird's-eye view of the bar, and a comprehensive survey of the bench, with a remarkably cheerful and lively aspect.

"What's your name, sir?", inquired the judge.

"Sam Weller, my lord", replied that gentleman.

"Do you spell it with a "V" or a "W"?", inquired the judge.

"That depends upon the taste and fancy of the speller, my lord", replied Sam; "I never had occasion to spell it more than once or twice in my life, but I spell it with a "V"."

Here a voice in the gallery exclaimed aloud, "Quite right too, Samivel, quite right. Put it down a ve, my lord, put it down a ve".

"Who is that, who dares to address the court?", said the little judge, looking up. "Usher."

"Yes, my lord."

"Bring that person here instantly."

"Yes, my lord."

But as the usher didn't find the person, he didn't bring him; and, after a great commotion, all the people who had got up to look for the culprit, sat down again. The little judge turned to the witness as soon as his indignation would allow him to speak, and said.

"Do you know who that was, sir?"

"I rather suspect it was my father, my lord", replied Sam.

"Do you see him here now?", said the judge.

"No, I don't my lord", replied Sam, staring right up into the lantern in the roof of the court.

"If you could have pointed him out, I would have committed him instantly", said the judge.

Sam bowed his acknowledgments and turned, with unimpaired cheerfulness of countenance, towards Serjeant Buzfuz.

"Now, Mr. Weller", said Serjeant Buzfuz.

"Now, sir", replied Sam.

"I believe you are in the service of Mr. Pickwick, the defendant in this case. Speak up, if you please, Mr. Weller."

"I mean to speak up, sir", replied Sam; "I am in the service of that 'ere gen'l'man, and a wery good service it is."

"Little to do, and plenty to get, I suppose?", said Serjeant Buzfuz, with jocularity.

"Oh, quite enough to get, sir, as the soldier said when they ordered him three hundred and fifty lashes", replied Sam.

"You must not tell us what the soldier, or any other, man, said, sir", interposed the judge; "It's not evidence."

"Wery good, my lord", replied Sam...

*Answer the following questions on the Reading Passage:*

1. How did Serjeant Buzfuz rise?
2. Why wasn't it necessary to call Samuel Weller?
3. How did he enter the box?
4. What kind of a view did he take of the bar?
5. How often had Samuel Weller spelt his name?
6. Where did the voice that exclaimed aloud come from?
7. What did the judge say to the usher?
8. What did all the people do?
9. What did Sam rather suspect?
10. What did Sam stare at?
11. In whose service was Sam?
12. What kind of a service was it?
13. How many lashes was the soldier ordered?
14. What did the judge interpose?
15. What did Sam reply?

## NEW WORDS

<i>to vociferate</i>	[və'sɪfəreɪt]	<i>culprit</i>	['kʌlprɪt]
<i>briskly</i>	['brɪskli]	<i>indignation</i>	[ɪndɪg'neɪʃən]
<i>rail</i>	[reɪl]	<i>to stare</i>	[steə(r)]
<i>bar</i>	[bɑ:(r)]	<i>lantern</i>	['lantən]
<i>comprehensive</i>	[kəmprɪ'hensɪv]	<i>to commit</i>	[kə'mɪt]
<i>survey</i>	['sə:veɪ]	<i>acknowledgement</i>	[ək'nɒlɪdʒmənt]
<i>remarkably</i>	[rɪ'mɑ:kəbli]	<i>unimpaired</i>	['ʌnɪm'peəd]
<i>cheerful</i>	['tʃiəfʊl]	<i>cheerfulness</i>	['tʃiəfʊlnɪs]
<i>lively</i>	['laɪvli]	<i>countenance</i>	['kaʊntɪnəns]
<i>to inquire</i>	[ɪn'kwaɪə(r)]	<i>defendant</i>	[dɪ'fendənt]
<i>fancy</i>	['fansi]	<i>jocularity</i>	[dʒɒkju'larɪti]
<i>speller</i>	['spelə(r)]	<i>lash</i>	[lɑʃ]
<i>gallery</i>	['gæləri]	<i>evidence</i>	['eɪdɪns]
<i>commotion</i>	[kə'məʊʃən]	<i>to clutch</i>	[klʌtʃ]

## GRAMMATICAL EXPLANATIONS

*Adverbios de cantidad o grado: very, very much, just, quite, too, so, far, pretty.*

*Very* = Modifica adjetivos, determinativos y adverbios.

This country is *very* large.—My father's car is *very* good.  
Mary dances *very* well.—I don't like to get up *very* early.

*Very much* = Se emplea con participios, con adjetivos en grado comparativo y verbos.

He was *very much* interested in Mr. Reed's business.  
It is *very much* bigger.  
She does not like to eat *very much*.

*Very* = *same* = Usado para dar énfasis.

You are the *very* (same) man I wanted to see.  
They want to get married this *very* (same) day.

*Just* = *exactly, precisely, only.*

That is *just* (exactly) the farm I wanted to buy.  
He was *just* (precisely) going out when I entered.  
I *just* (only) had time to catch the train.

*Quite* = *completely, positively.*—Modificando a adjetivos y adverbios.

He did not make it *quite* (completely) round.  
I think this writer writes *quite* (positively) well.

*Too* = *excessive.*—Modifica adjetivos y adverbios.

It was *too* (excessive) hot last night.  
These shoes are *too* (excessive) expensive for me.  
It is *too* (excessive) soon for that.

*So* = *to such an extent, equally.*

Robert's present job is not *so* well paid as he expected (to the extent).  
I did not know she lived *so* far.  
When he lived in England he stayed with an English family, and *so* did I. (equally)

*Far* = Este adverbio cuando es de cantidad o grado significa: *to a great degree, considerably.*

The house was *far* above the price that I thought.  
Henry's bicycle is *far* worse than mine.

*Pretty* = *fairly, quite.*—Se emplea frecuentemente en el lenguaje corriente o familiar.

I think your brother's English is *pretty* good.  
She is *pretty* sure Roger will come back soon.  
He says the exercise was *pretty* difficult.

## *A Joke*

The proud new car owner was racing down the road when his girl friend clutched his arm.

"Please don't drive so fast, Tom."

"Why not?"

"Well, that policeman on the motor-bike can't get past."

## E X E R C I S E S

A) *Rewrite the following sentences in the correct order:*

- |   |   |
|---|---|
| 1. Margaret put on the the table<br>all these things. | 6. Last year I visited in Rome your<br>friend.        |
| 2. I admired in this room the<br>picture.             | 7. We went yesterday to the hos-<br>pital to see him. |
| 3. This boy hid yesterday there my<br>books.          | 8. Ask Tom to write clearly just<br>now his homework. |
| 4. He is studying now in Paris<br>French.             | 9. They have now lunch at this<br>hotel every day.    |
| 5. In the middle of the room the<br>lamp is.          | 10. Frequently the morning in for<br>a walk goes he.  |

B) *Translate these sentences into English:*

- |  |  |
|--|--|
| 1. El habla francés muy mal.                         | 11. Por supuesto, él conoce toda la<br>verdad.         |
| 2. Puedo leer fácilmente todo esto.                  | 12. El es más bien indiferente a tus<br>problemas.     |
| 3. Deberías conducir el automóvil<br>más despacio.   | 13. Por fin, él pudo vencer todas<br>las dificultades. |
| 4. Ella nunca había estado en el<br>extranjero.      | 14. Si vas por ahí, el camino es más<br>corto.         |
| 5. ¿Explica él bien las lecciones?                   | 15. Tu acento inglés es bastante<br>bueno.             |
| 6. El contestó inmediatamente y<br>dijo que no.      | 16. Si lo intentas, no es demasiado<br>difícil.        |
| 7. Sí, Pedro regresará en breve.                     | 17. Nosotros siempre hemos vivido<br>aquí.             |
| 8. Lamento profundamente lo que<br>ha sucedido.      | 18. Tú contestaste entonces dema-<br>siado aprisa.     |
| 9. No hay duda de que ellos tienen<br>toda la razón. |  |
| 10. Tienes que pagar esta suma<br>mensualmente.      |  |

19. Ellos nunca vienen a vernos los domingos.
20. El todavía no ha venido hoy.
21. Ya te lo he dicho muchas veces.
22. El habló francamente y dijo toda la verdad.
23. Lo hizo tan aprisa que nadie lo vio.
24. Quizá ellos tienen lo que tú necesitas.
25. Yo creo que, prácticamente, todo está perdido.
26. El apenas pudo traducir nada.
27. Esta fue la misma razón que él me dio.
28. Estaba completamente estropeado.
29. Es mucho mejor que lo que yo pensaba.
30. El estaba justamente haciéndolo entonces.

C) *Ask and answer the following questions:*

1. What year is this?
2. Which is the first month of the year?
3. Which is the first day of the week?
4. Which are the spring months?
5. When is it hotter in your country, in summer or in winter?
6. What day of the week is it today?
7. Which are the four seasons of the year?
8. What is the date today?
9. Which season do you like best?
10. When were you born?
11. Where were you born?
12. How many minutes are there in a day?
13. How many days are there in a year?
14. When does the moon shine?
15. When is the sun overhead?

D) *Complete the following sentences with before, since, ago or last:*

1. I haven't had a cigarette ... a long time.
2. I smoked a cigar three weeks ...
3. I haven't seen her ..... Tuesday.
4. That was seven days ...
5. When did you do it ...?
6. ... when have you known him?
7. I have known him ... four years.
8. Where did you spend your holidays ... year?
9. How long ... did you write that letter?
10. I wrote it three days ...
11. I have had it ... the day before yesterday.
12. Do you mean you've had it ... three days?
13. I saw her the ... time I was there.
14. I have wanted one ... I was a child.
15. It was very hot ... summer.



E) *Write the following sentences, putting in the given adverb:*

1. He is a little boy (only), but he broke the window with his ball (nearly).
2. He isn't late (generally), but he was last night (nearly).
3. The municipal water-system breaks down (rarely).
4. You can prove it to be true (never), because it isn't so (just).
5. None of them had been there before (ever), and they wanted to go again (never).
6. Why don't you wear a hat in winter (ever)? You did in England (always).
7. I *do* wear a hat in winter (generally).
8. "You ought to write to your mother (always)." "Oh, I do (occasionally)."
9. He does say rude things like that (always); he ought to have been born (never).
10. I had to tell him twice (scarcely ever).

### PRONUNCIATION EXERCISE

*Entonación:*

La melodía núm. 1 \ se emplea en exclamaciones:

1. What a hot day! \
2. How nice! \
3. What a beautiful house! \
4. Good gracious! \
5. What a terrible tragedy! \
6. How late you are! \
7. How awful! \
8. What a lovely day! \
9. Never again! \
10. What a question! \

## LESSON TWENTY-FOUR

### *Matter and Radiation*

Since all types of radiation are forms of energy, they must, in accordance with Einstein principle, carry mass associated with them. When an atom emits radiation, its mass diminishes by the mass of the emitted radiation, just as if a porcupine were to throw out quills, its weight should diminish by the weight of the quills. Thus when a piece of coal is burnt, its weight is not altogether reproduced in the ashes and the smoke; we must add to these the weight of the light and heat emitted in the process of combustion. Only then will the total be exactly the weight of the original piece of coal.

As far back as 1873, Maxwell had shown that radiation would exert a pressure on any surface on which it fell. We now regard this as a necessary consequence of the fact that radiation carries mass about with it; a beam of light consists of mass moving with the speed of light—186,000 miles a second. Subsequently Lebedew observed this pressure, and Nichols found its amount to be that calculated by Maxwell. A target could be seen to flinch under the impact of the radiation from a bright light, just as though a bullet had been fired into it. But the impact of such light as we experience on earth is extremely slight; to see the full implications of the phenomenon we must leave the earth and the physics which has been developed in terrestrial laboratories, in favour of the sky and the wider physics which we see in operation in the colossal crucibles of the stars. Heat an ordinary six-inch cannon-ball up to 50 million degrees, which is the kind of temperature we expect to find at the centre of the sun or of an average star, and the radiation it emits would suffice to mow down—by its mere impact, like the jet of water from a firehose—anyone who approached within 50 miles of it. Indeed inside the stars this pressure of radiation is so large that it supports an appreciable fraction of the weight of the stars.

Calculation shows that about a ten-thousandth of an ounce of sunlight falls every minute on every square mile of land directly under the sun; it falls with the speed of light, and in being brought to rest it exerts a pressure of about 0.000,000,000,04 atmospheres on the land. The figures look absurdly small—the weight of sunshine which falls in a century is less than the weight of rain which

falls in a fiftieth of a second of a heavy shower. Yet the amount is small only because a field a mile square is such a minute object in astronomical space. The total emission of radiation by the sun is almost exactly 250 million tons a minute, which is something like 10,000 times the average rate at which water flows under London Bridge. And incidentally, if our factor of 10,000 is wrong, it is not because we do not know the exact weight of solar radiation, but because we do not know the average flow of the Thames with very great precision. Astronomical physics is far more exact science than terrestrial hydraulics.

A certain weight of radiation falls on the sun from other stars, but this is quite inappreciable in comparison with the weight of the radiation which streams out, so that the sun can only maintain its weight if actual matter is streaming into it at the rate of close upon 250 million tons a minute.

As the sun journeys through space it must continually sweep up stray matter in the form of odd atoms and molecules, of dust particles and of meteors. These last are small solid objects which exist in enormous numbers in the solar system, revolving around the sun in orbits like those of the planets. Occasionally they dash into the earth's atmosphere, when the air-resistance of their earthward fall raises them to incandescence, and they appear as shooting-stars. Generally these dissolve into vapour before reaching the earth's surface; only occasionally is one massive enough to survive the disintegrating effect of its air resistance, and it then strikes the earth in the form of a stone, known as a meteorite. These are sometimes of enormous size. The fall of a meteorite in Siberia in 1908 set up blasts of air which devastated the forest over an enormous area, while the shock of its impact on the solid earth caused waves which were recorded thousands of miles away. Yet such giants are rare, and the average meteor is a puny affair, generally no larger than a cherry or pea.

SIR JAMES JEAN. *The Mysterious Universe.*

*Answer the following sentences on the Reading Passage:*

1. What are all types of radiation?
2. What is the Einstein principle concerning mass and radiation?
3. What must we add to the ashes and smoke to make up the total weight of a piece of burnt coal?
4. What did Maxwell show almost a hundred years ago?
5. What is a beam of light?
6. What is the speed of light?
7. Who confirmed Maxwell's calculations?

8. Is the impact of sun light on the earth great?
9. What does the author call colossal crucibles?
10. What kind of temperature would we expect to find in the centre of the sun?
11. Is a world a large object in astronomical space?
12. What is the total emission of radiation of the sun?
13. Is it easier to calculate astronomical figures than terrestrial hydraulics?
14. What is a meteorite?
15. Why do shooting stars glow?

### NEW WORDS

<i>energy</i>	[ˈenədʒi]	<i>average</i>	[ˈavərɪdʒ]
<i>atom</i>	[ˈatəm]	<i>to suffice</i>	[səˈfaɪs]
<i>to emit</i>	[iˈmɪt]	<i>jet</i>	[dʒet]
<i>to diminish</i>	[diˈmɪnɪʃ]	<i>fire-hose</i>	[ˈfaɪəhəʊs]
<i>porcupine</i>	[ˈpɔːkjupeɪn]	<i>absurdly</i>	[əbˈsɜːdli]
<i>quill</i>	[kwɪl]	<i>rate</i>	[reɪt]
<i>ash</i>	[aʃ]	<i>to flow</i>	[fləʊ]
<i>to exert</i>	[ɪgˈzɜːt]	<i>hydraulics</i>	[haɪˈdrɔːliks]
<i>beam of light</i>	[ˈbiːm əv ˈlaɪt]	<i>to stream out</i>	[ˈstriːm ˈaʊt]
<i>target</i>	[ˈtɑːɡɪt]	<i>stray</i>	[streɪ]
<i>to flinch</i>	[flɪntʃ]	<i>molecule</i>	[ˈmɒlɪkjʊːl]
<i>impact</i>	[ˈɪmpækt]	<i>odd</i>	[ɒd]
<i>as though</i>	[əz ˈðəʊ]	<i>meteor</i>	[ˈmiːtiə(r)]
<i>bullet</i>	[ˈbʊlɪt]	<i>to revolve</i>	[rɪˈvɒlv]
<i>physics</i>	[ˈfɪzɪks]	<i>to dash</i>	[dæʃ]
<i>terrestrial</i>	[tɪˈrestriəl]	<i>shooting-star</i>	[ˈʃuːtɪŋstaː(r)]
<i>crucible</i>	[ˈkruːsɪbl]	<i>meteorite</i>	[ˈmiːtiəraɪt]
<i>minute</i>	[maɪˈnjuːt]	<i>puny</i>	[ˈpjuːni]

### GRAMMATICAL EXPLANATIONS

*Preposiciones.*—En cualquier idioma, el empleo correcto de las preposiciones no es empresa fácil. Esta dificultad aumenta debido a que en inglés se usan con muchísima frecuencia preposiciones y adverbios proposicionales, ya sea formando verbos compuestos, para dar énfasis a lo que se dice o escribe, y aún a veces sin especial significación.

A continuación expondremos una buena parte de estas preposiciones, que demuestran su empleo correcto en la oración.

*Through* = *From end to end or side to side*: Por, a través de, de extremo a extremo, de lado a lado, por mediación de, gracias a:

They came *through* the forest without great difficulty.  
Please read *through* my manuscript and tell me your opinion.  
It will not be easy to go *through* the city during the rush hour.  
Peter is very thankful to your brother, he got his job *through* him.  
Most liquids run *through* sand easily.

*Across* = *From side to side, on the other side*: De lado a lado, de una parte a otra, al otro lado de, a través de:

It was quite impossible to go on as a big tree lay *across* the road.  
He says he would like to buy the house *across* the river.  
There was a big log *across* the stream, so he was able to get to the other bank easily.

*On* = en, sobre.

Esta preposición tiene además otros significados, que se aprenderán con la práctica.

1) *Indica el lugar.*

After the shipwreck they lived *on* the island for two years.  
Mrs. West's children were sitting *on* the ground when I saw them.  
He nailed a map of my country *on* the wall of his bedroom.

2) *Para expresar la relación sobre algo o el destino que se da a una cosa.*

My friend gave a talk *on* the principle "Distrust Women and Most Men".  
It is unbelievable, but Mrs. Henking spent all her fortune *on* jewels.

3) *Es la preposición que se emplea para indicar el día en el cual acontece lo que se trata.*

Mr. and Mrs. Pubby always hold their parties *on* Fridays.  
Tim will be 19 years old *on* the twentieth of December.

*Upon* = Esta preposición tiene el mismo significado que *on*, pero es menos usada. El uso de *upon* se considera como arcaico y pomposo.

*Till* = *Until* = *hasta*. Denota el fin de un espacio de tiempo. Es también una conjunción como en: *Wait until he comes*.

Actualmente *till* es la forma más usada. *Until* se considera preferible al comienzo de una oración o cláusula larga porque se destaca más.

I waited for him *till* seven o'clock.

He was always in good health *till* his accident.

*Until* Mrs. James's death, Peter had been with me at Ritton College.

*Until* I knew all about Robert, I had not thought badly of him.

*In* = Esta preposición tiene multitud de significados en español; *en*, *de*, *durante*, *de aquí a*, *dentro de*, etc.; todos estos significados están en función de las circunstancias que denote. Así:

- 1) Significa *situación, lugar, estado*.

Peter has been living *in* Caracas for five years.

The treasure was hidden *in* a cave *in* the forest.

After the shooting, the police found the robber *in* a bad state.

The boy put the book *in* his pocket without saying a word.

- 2) Significa *espacio, duración, tiempo* durante el cual ocurrirá el hecho de que se trata.

Mr. White is going to re-start business *in* two weeks' time.

My friend Jepson wrote his last novel *in* three days.

Certainly, James was born *in* 1940.

*Into* = *en*, *dentro*, *adentro*, *al*: Esta preposición denota movimiento y también expresa *cambio, transformación, resultado*.

Look, he is putting my book *into* his pocket.

Be careful, Henry will get you *into* a difficult position.

The little boy got angry and threw his toys *into* the river.

I don't think he is going to be able to change himself *into* an honest man.

Mr. Hawkshot was not very attentive when he translated the poem *into* Spanish.

## EXERCISES

A) *Write the following statements, adding the necessary question-tag:*

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| 1. John drinks too much.            | 8. I mustn't be late.           |
| 2. He is greedy.                    | 9. Boys don't like to wash.     |
| 3. You have a new dress.            | 10. She doesn't play tennis.    |
| 4. George has just left.            | 11. We got home very late.      |
| 5. He lives at the end of the road. | 12. I didn't hurt you.          |
| 6. He didn't come.                  | 13. You answered my invitation. |
| 7. You were there.                  | 14. He has been to Switzerland. |
|                                     | 15. She sang well.              |

B) *Supply the correct past tense of the verbs in brackets:*

1. When my grandmother (go) for a walk she always (wear) gloves.
2. When it (rain) she (carry) an umbrella.
3. She (die) while she (run) after a bus.
4. We (drink) coffee every day when we (be) in France.
5. You (wear) your new hat when I (meet) you yesterday.
6. When I (have) a dog I always (take) him out for a walk in the evening.
7. When the phone (ring), I (have) a bath.
8. The maid (lay) the table for dinner while you (wash) your hands.
9. When we (live) in that house we (have) three servants.
10. Large crowds (wait) at the station when the Primer Minister (arrive).

C) *Put the adverbs in brackets in their correct places instead of those in the text and change the tenses of the verbs accordingly:*

1. Does Hugh always forget his books (yesterday)?
2. Do you always have coffee after dinner (at the Carters')?
3. That student doesn't always come (last Monday).
4. Hugh always drink tea for breakfast (yesterday).
5. The class usually begins at six o'clock (last year).
6. His brother always lives in Maracaibo (in 1963).
7. We sometimes go to Callao (for our last holiday).
8. It never rains here (last week).
9. These children often lose their pencils (at school).

10. Do you often write letters (while you were on holiday)?
11. Do you ever play football (when you were a boy)?
12. Jane often buys a new hat (on Monday).
13. He often makes himself ill with ice-cream (yesterday).
14. The aeroplane always starts very early (this morning).
15. He never smokes in bed (when he was ill).

D) *Answer the following questions:*

1. Do you know what a pick-up is?
2. Did he dry himself with a towel?
3. What do you do if your shoes are undone?
4. Does he comb his hair back?
5. Who pours out your coffee for breakfast?
6. On what do you sit?
7. If a lady comes into the room, what do you do?
8. What do you put in your coffee to make it sweet?
9. Where do you go if you want to wash?
10. Do you take up or put down your serviette when you begin to eat?
11. Do you always eat up your breakfast?
12. Do you pull your chair to stand up?

E) *Translate into English:*

- |  |   |
|--|---|
| 1. El sol entraba por la ventana.              | 6. Tienes que estudiar hasta saber la lección.    |
| 2. Había un camión atravesado en la carretera. | 7. Tenía la mano en el bolsillo.                  |
| 3. El cuadro estaba en la pared.               | 8. Lo vi en la televisión.                        |
| 4. Gastó mucho dinero en beber.                | 9. En menos de cinco años habrá gente en la luna. |
| 5. Dijo que vendría el domingo.                | 10. Ella entró en la habitación.                  |



## LESSON TWENTY-FIVE

### *The Man in the Brown Coat*

There was once a little man who was sent to prison because he could not pay some money which he owed. He was here a long, long time and he always looked the same, with a dirty face and a brown coat. He was a very quiet little man and was always helping somebody, or playing cards and never winning. Everybody made friends with him, and after a time the keepers too liked to talk to him and he often went down to the keepers' lodge by the main gate and spent the evening with them.

One night he was in the lodge as usual, together with a very old friend of his who was watching the gate that evening, when he said: "Bill, I haven't seen the market outside for seventeen years." "I know you haven't," said the keeper, smoking his pipe. "I should like to see it for a minute, Bill," he said. "Very probably," said the keeper, smoking his pipe very hard. "Bill," said the little man, "I've got an idea. Let me see the public streets once more before I die; and if I don't fall down dead with apoplexy I'll be back in five minutes by the clock." "And what would become of me if you fell down dead with apoplexy?" "Well, the person who found me would bring me home, for I've got my card in my pocket, Bill, - Number 20, Coffeeroom floor." And that was right, for when he wanted to make friends with a newcomer, he pulled out a dirty visiting card on which these words and nothing more were written. And that was why he was always called Number Twenty. The keeper looked at him very hard and at last said in a very serious manner, "Twenty, you are an honest man, I don't doubt that; you won't make your old friend look a fool." "No," said the little man. "I hope I should never do that." He took the keeper by the hand, thanked him, and went out.

"And never came back again," said Mr. Pickwick. Wrong for once, sir," said Mr. Weller, for back he came, two minutes before the time, boiling with anger, saying how he had almost been hit by a carriage, as he was crossing the street, and that he wasn't used to it, and that he would write to the Lord Mayor of London about it. For five years after that he never looked out of the lodge window.

"At the end of which time, he died, I suppose," said Mr. Pickwick.

"No, he didn't, sir," answered Sam Weller. "He got a desire to go and drink beer at a new public-house which had just been opened across the way. And it was such a nice place that he thought of going there every night. He did this for a long time, always coming back about a quarter of an hour before the gate shut. At last he began to have such a good time in the public-house that he forgot what the time was or didn't mind at all what it was, and he went on coming in later and later, until one night his old friend the keeper was just shutting the gate—had turned the key, in fact—when he arrived. "Wait a minute, Bill," he said. "What, are you still out, Twenty?" said the keeper. I thought you were in long ago." "No, I wasn't," said the little man, with a smile. "Well, then listen to what I have to say," said the keeper, opening the gate very slowly. "I think you have been making friends with bad people lately. Now, I don't want to make difficulties, but if you can't come back here in time, I'll shut the gate and leave you outside for ever." The little man was so afraid when he heard this that he never went outside the prison walls afterwards.

*Answer the following questions on the Reading Passage:*

1. How long was the little man in prison?
2. What did he look like?
3. What kind of a man was he?
4. Was he lucky at cards?
5. How did he often spend his evenings?
6. What did he say one night to his friend who was watching the gate?
7. How did the keeper smoke his pipe?
8. What did the little man want to do before he died?
9. What did the little man have in his pocket?
10. What was the little man always called?
11. Why did he come back boiling with anger?
12. Where did he want to go and drink beer?
13. What had the keeper done when the little man at last arrived?
14. What did the keeper threaten to do?
15. Why did the little man never go outside the walls again?

## NEW WORDS

<i>to owe</i>	[əu]	<i>Lord Mayor</i>	['lo:d 'meə(r)]
<i>keeper</i>	['ki:pə(r)]	<i>desire</i>	[di'zaɪə(r)]
<i>lodge</i>	[lɒdʒ]	<i>public-house</i>	['pʌblɪkhaus]
<i>market</i>	['mɑ:kɪt]	<i>razor</i>	['reɪzə(r)]
<i>apoplexy</i>	['apəpleksi]	<i>currant</i>	['kʌrənt]
<i>new-comer</i>	['nju:'kʌmə(r)]		

## GRAMMATICAL EXPLANATIONS

*“Prepositions”* (continuación):

*Of* = *de*. Este es el significado principal, pero hay otras muchas preposiciones castellanas que traducen a *of*. Los significados de *of*, por lo tanto, son varios:

### 1) *Relación.*

Jim is always talking *of* (*about*) his fiancée.  
He always brings me news *of* (*about*) my parents.

### 2) *Posesión o pertenencia.*

He was the commander *of* the fifty men.  
The sails *of* the ship were all ragged.

### 3) *Sustancia, materia, cualidad.*

Last night, I went to see a play *of* four acts.  
My brother's friends are a gang *of* heavy drinkers.  
Alpinists are men *of* courage.

*From* = *de, desde*. Son estos sus significados principales.

Esta preposición expresa:

### 1) *Procedencia, origen, distancia.*

My cousin has just arrived *from* Mérida.  
The business was wrongly planned *from* the very beginning.

2) *Comienzo, lugar, causa.*

He studied English *from* January 1940 to March 1947.

She saw the accident *from* her bedroom window.

The plants withered *from* lack of water.

*By = por, de.* Estos son sus significados principales:

1) *Es la preposición que se coloca delante del sujeto en la voz pasiva.*

This picture was painted *by* Henry last October.

Dña. Bárbara was written *by* Rómulo Gallegos.

2) *Cercanía, proximidad, contigüidad.*

Mr. Watson built his house *by* (*near*) the river.

The children were very cold and I made them sit *by* (*near*) the fire.

3) *Espacio, distancia.*

Henry threw a stone at the hen but he missed it *by* half a metre.

It seems strange, but he never sleeps *by* (*during*) night.

4) *Instrumento, causa, modo, medio.*

If you don't mind the postage, send the parcel *by* air.

This machine is worked *by* hydraulic power.

He was able to pay for it *by* working overtime.

They were able to survive on the island *by* shooting game and eating it.

## EXERCISES

A) *Put in the missing prepositions:*

1. Mr. Smith walked ... the park.
2. There is a new bridge ... the river.
3. There is a beautiful picture ... the wall.
4. You must wait ... him here ... tomorrow.

5. They found the bomb ... a cave.
6. What are you thinking ...?
7. She spends quite a lot of money ... clothes.
8. What have you got ... your pocket?
9. The leg ... the chair was broken.

- |   |   |
|---|---|
| 10. Where did that bottle come ...?             | 13. The ship always arrives ... Saturdays.        |
| 11. Is the church ... the river?                | 14. What did he put ... his pocket?               |
| 12. I shall do it ... a couple ... hours' time. | 15. Do you send your letters ... air or ... land? |

B) *Form questions for the following answers:*

- |  |   |
|--|---|
| 1. My room is twelve square metres.        | 8. I must write a business letter this afternoon. |
| 2. I go to the cinema once a week.         | 9. Yes, he came last week.                        |
| 3. The film lasted two hours.              | 10. Yes, your book is more interesting than mine. |
| 4. I came yesterday afternoon.             | 11. No, I prefer playing football                 |
| 5. Betty is the youngest in the family.    | 12. Yes, I can drive a car.                       |
| 6. I bought a car last year.               | 13. I did it last Monday.                         |
| 7. I got up at eight o'clock this morning. | 14. No, I wasn't there yesterday.                 |
|  | 15. We didn't do it.                              |

C) *Complete the following sentences with the correct form of the adjectives given in brackets:*

- |  |  |
|--|--|
| 1. Argentina is (large) than Peru.                     | 6. There is (a lot of) petroleum in Maracaibo than in Spain. |
| 2. Bolivia is (small) than Brazil.                     | 7. This book is (good) than yours.                           |
| 3. New York is the (big) city in U. S. A.              | 8. That is the (bad) film I have ever seen.                  |
| 4. It is (sunny) in Venezuela than in Argentina.       | 9. She is the (tall) girl in the classroom.                  |
| 5. He always smokes the (good) cigarettes, he can buy. | 10. This chair is (comfortable) than hers.                   |

D) *Complete the following sentences. The first is done for you:*

- |   |   |
|---|---|
| 1. I have a house; it is <i>my</i> house; it belongs to <i>me</i> ; it is <i>mine</i> . | 4. The door has a key; it is ... key; it belongs to ...                         |
| 2. John has a cat; it is ... cat; it belongs to ...; it is ...                          | 5. We have a lot of books; they are ... books; they belong to ...; they are ... |
| 3. You have a bicycle; it is ... bicycle; it belongs to ...; it is ...                  | 6. Mary has a beautiful hat; it is ... hat; it belongs to ...; it is ...        |

- |   |  |
|---|--|
| 7. The football team have a fine football ground; it is ... football ground; it belongs to ...; it is ... | 8. John and Paul have a big house; it is ... house; it belongs to ...; it is ... |
|---|--|

E) *Put in the correct form of the verb in brackets in the following sentences:*

- |  |  |
|--|--|
| 1. She (wear) a nice dress when I saw her.   | 11. Can you (dance) a tango?                             |
| 2. I (go) to my friend's almost every week.  | 12. Does your sister like (go) to the cinema?            |
| 3. Mr. Ley (teach) English now.              | 13. If I had time I (do) it.                             |
| 4. I (learn) English if I had a teacher.     | 14. I (use) it if I knew how to.                         |
| 5. She (wear) a very pretty dress yesterday. | 15. She spent her summer holidays (visit) her relations. |
| 6. They (live) there for many years.         | 16. Can't you see my brother (use) it?                   |
| 7. Mary (go) to Europe two years ago.        | 17. I (use) the same razor for many years.               |
| 8. What (make) he at this moment?            | 18. Do you think she (grow) much since you saw her?      |
| 9. My sister (make) her son learn English.   | 19. The wind (blow) hard an hour ago.                    |
| 10. She (wear) black since her husband died. | 20. Can the wind (blow) hard?                            |

### PRONUNCIATION EXERCISE

*Lectura de homófonos. Palabras que se pronuncian de la misma manera:*

- |                       |                      |
|-----------------------|----------------------|
| a) buy<br>by          | f) dear<br>deer      |
| b) court<br>caught    | g) die<br>dye        |
| c) cellar<br>seller   | h) ewe<br>you        |
| d) currant<br>current | i) fair<br>fare      |
| e) check<br>cheque    | j) farther<br>father |

## LESSON TWENTY-SIX

### *The Wright Brothers*

The idea that one day Man might fly had occupied the attention of many people in different parts of the world since early times. At first it was thought that a man equipped with sufficiently strong wings should be able to take to the air like a bird, without any other form of material aid. Indeed, one or two daring people had actually tested this theory by fixing large artificial wings to their shoulders and then trying to fly off high buildings; but they fell to the ground like stones and killed themselves.

Such experiments gradually convinced people that Man would never be able to imitate a bird because his muscles are not powerful enough to flap the enormous wings needed to make him airborne. The next step was to try design some form of flying-machine which could carry a man through the air mechanically. One of the first people to interest himself in this idea was the famous Italian painter and inventor, Leonardo da Vinci. In the early part of the sixteenth century he is believed to have constructed a balloon which would lift a man up into the air, and would remain airborne because it was filled with hot air and was, therefore, lighter than the air around it. Nothing, however, came of Leonardo's invention.

In 1783—more than 100 years before the Wrights began their serious study of flight—two French brothers, the Montgolfiers, made a successful ascent in a hot-air balloon; and not long afterwards, another Frenchman, Professor Charles, made a journey in a balloon; filled with hydrogen gas, the lightest known substance. After that, flights with "lighter-than-air" craft became common, but no one had yet managed to master the more difficult problem of building a successful "heavier-than-air" machine, either a glider or a power-driven aeroplane, capable of sustained flight.

The prospects for building a power-driven flying-machine had become within possibility as the result of the recent development of the petrol engine. A steam engine would have been far too heavy and cumbersome for use in the air; but a petrol engine, being far lighter, was a practical proposition.

The Wrights, however, could not find a petrol engine exactly suited to their requirements; therefore, though they had never built an engine before, they made their own petrol engine; a twelve-horse-power engine with four horizontal cylinders, weighing only 170 pounds. They then constructed an aeroplane with wings of a forty-foot span, mounted their engine on the lower wing, and fitted a tail with twin vane that moved like a rudder.

Last of all they designed their propeller, which they intended to make like the propeller of a steam-ship. They had assumed that there would be plenty of information to guide them in this; but to their surprise they found practically no information at all. So they had to make another series of experiments. Evening after evening, they would sit pondering this problem by their fireside. From time to time, one of them would break the silence by putting forward a new theory that had just occurred to him but the other would then immediately pick it to pieces. "After an hour or so of heated argument we would discover that we were as far from agreement as when we started"! Orville recalled later. At last, after many such discussions and arguments, they agreed that a propeller was really very similar to a warped wing, and that therefore they must construct their propeller upon similar principles.

By September 1903 they had completed their propeller, and their aeroplane was ready for testing. So they set off once more for Kitty Hawk—this time to make the first aeroplane flight in history. Wilbur was then thirty-six and Orville thirty-two.

The start of their new tests was not all encouraging. The weather at Kitty Hawk was bitterly cold; their machine was nearly blown to pieces in a 75 m.p.h. gale; and when they started up their engine for a preliminary check-over the propeller shafts broke, and they had to send back to Dayton for replacements. No sooner had these been fitted than they found themselves snow-bound. When the thaw set in and they started up their engine again, the new shafts also broke. Orville was so disgusted that this time he returned to Dayton himself to supervise the manufacture of the third set of shafts.

It was mid-December before they were able to fly. It was then freezing hard, but as the wind had abated, they decided to wait no longer. They lugged their machine to the launching site with the help of a few coastguards, and tossed as to who should make the first attempt. Then Wilbur, who won the toss, took up his cold and uncomfortable position on the lower wing, started up the engine, and was off. But in three or four seconds he was down again! He had tried to lift the aeroplane too quickly and consequently it had failed to lift at all, and fallen to the ground.



Three days later on 17 December, the damage to the machine having been repaired, it was Orville's turn to pilot, and he was more successful. "After running the motor a few minutes to heat it up I released the wire that held the machine to the track, and the machine started forward into the wind", he tells us. Wilbur ran at the side of the machine, holding the wings to balance it on the track... The machine, facing a 27-mille wind, started very slowly... It lifted from the track after a 40-foot run... The course of the flight was very erratic... The machine would rise suddenly to about 10 feet, and then suddenly dart for the ground. A sudden dart when a little over 120 feet from the point at which it rose into the air ended the flight".

The flight lasted only twelve seconds, but as Orville remarked, "It was nevertheless the first in the history of the world in which a machine carrying a man had raised itself by its own power into the air in full flight and sailed forward without reduction of speed".

NORMAN WYMER, *Great Inventors*.

*Answer the following questions on the Reading Passage:*

1. Have you ever heard of Icarus?
2. What happened to the people who jumped off high buildings with wings fixed to their shoulders?
3. Is Leonardo Da Vinci more famous as an inventor or a painter?
4. Did Leonardo Da Vinci invent an aeroplane?
5. Who were the first people to make a successful ascent in a balloon?
6. What was this balloon filled with?
7. What made heavier-than-air flights possible?
8. What nationality were the Wright brothers?
9. What did they have to do before they could build their aeroplane?
10. Did they have any difficulty in making the propeller?
11. When were they ready to fly?
12. What was the weather like when they made their first flight?
13. How did they choose who would fly first?
14. How far did their aeroplane fly?
15. How long did the flight last?

## NEW WORDS

<i>equipped</i>	[i'kwɪpt]	<i>to put forward</i>	[ 'put 'fo:wəd]
<i>aid</i>	[eid]	<i>to pick to pieces</i>	[ 'pɪk tu 'pi:sɪz]
<i>daring</i>	[ 'dɛərɪŋ]	<i>to recall</i>	[ri'kɔ:l]
<i>theory</i>	[ 'θiəri]	<i>warped</i>	[wo:pt]
<i>wing</i>	[wɪŋ]	<i>gale</i>	[geɪl]
<i>to flap</i>	[flap]	<i>shaft</i>	[ʃa:ft]
<i>airborne</i>	[ 'ɛəbo:n]	<i>chek-over</i>	[ 'tʃek 'əʊvə(r)]
<i>craft</i>	[kra:ft]	<i>replacements</i>	[rɪ'pleɪsmənts]
<i>glider</i>	[ 'glaidə(r)]	<i>thaw</i>	[θo:]
<i>sustained</i>	[səs'teɪnd]	<i>set</i>	[set]
<i>prospect</i>	[ 'prospekt]	<i>to abate</i>	[ə'beɪt]
<i>cumbersome</i>	[ 'kʌmbəsəm]	<i>to lug</i>	[lʌg]
<i>span</i>	[span]	<i>site</i>	[saɪt]
<i>twin</i>	[twɪn]	<i>to toss</i>	[tos]
<i>vane</i>	[veɪn]	<i>to release</i>	[ri'li:s]
<i>rudder</i>	[ 'rʌdə(r)]	<i>track</i>	[træk]
<i>propeller</i>	[prə'pelə(r)]	<i>erratic</i>	[ɪ'rætɪk]
<i>to assume</i>	[ə'sju:m]	<i>to dart</i>	[da:t]
<i>to ponder</i>	[ 'pɒdə(r)]	<i>dart</i>	[da:t]
		<i>to remark</i>	[ri'ma:k]

## GRAMMATICAL EXPLANATIONS

"Prepositions" (continuación):

*At* = *a, en*. Estos significados principales varían según el sentido.  
Esta preposición expresa:

- 1) *Posición, proximidad, estado, lugar.*

There was a large garden *at* the back of the house.

During company meetings, Mr. Black always sits *at* my side.

*At* the beginning, nobody thought badly of him.

When I go to see him, he is always *at* work with his books.

He wrote his last novel *at* Carvajal, a village 10 kms. away from  
Valera.

- 2) Es la preposición que se emplea para expresar las horas y el precio de las cosas.

On Saturdays and Sundays, Peter gets up *at* eleven.  
They sell sugar *at* 25 cents a kilo.

*Obsérvense estas expresiones:*

To be good *at* languages, mathematics, painting, etc., etc.  
*At* first, *at* last, *at* peace, *at* war, *at* the age of, *at* school.

*Along* = from end to end = *de extremo a extremo, a lo largo de, con.*

*Esta preposición se usa frecuentemente como adverbio con un valor pleonástico.*

Henry, go *along with* him (*in company with him*) and bring my hat back.  
I sent the parcel *along* but he did not get it.

*Como preposición:*

The boy will push the barrow *along* the road very willingly.  
They could not drive to the cottage *along* the narrow path.

*About* = *acerca de, tocante a, referente a, sobre, a punto de, aproximadamente.*

Mr. Newman lectured *about* (*concerning*) pre-Spanish Civilizations in America.  
He says he does not want to know anything *about* (*related to*) his brother's business.  
They were *about* (*on the point of selling*) to sell the stolen car when I got there.  
He was walking *about* the town (*in various parts of it*) when I saw him.  
I'm not quite sure but I think she rang him up *about* (*more or less*) twenty times.

*Over* = Muchos son los significados de esta palabra como preposición, sin contar que también puede hacer funciones de adverbio, formar infinidad de compuestos y hacer de prefijo en muchos verbos, significando, generalmente, en este último caso, *exceso, abundancia.*

*Over*, como proposición, significa:

- 1) *Sobre, encima, por todo.*

We shall be flying *over* (*vertically above*) Caracas in ten minutes' time.

It was dark, I felt something *over* (*above*) my head which I could not see.

- 2) *Durante, más de.*

The little boy stayed with us *over* (*during*) Saturday and Sunday. The meeting was very crowded, I think there were *over* (*more than*) a thousand people.

- 3) *A través de, al otro lado de.*

My friend's farm was *over* (*across*) the mountains, so I hired a mule to get to it.

*Above* = Tiene significado parecido al anterior *over* y en algunos casos el mismo.

No obstante, *above* se refiere más a diferencia de nivel o categoría social o moral, y sugiere comparación de cosas independientes, mientras que *over* se refiere más a superposición y dependencia y sugiere alguna interrelación de las cosas.

Su significado es:

*Encima, sobre, superior, más de, más alto.*

In Spring, ivy crept *above* (*over*) Caroline's bedroom window.

Mr. Poser said that he placed the reputation of the Company *above* (*before*) all.

He was born at Drisle, a small village 900 meters *above* (*higher than*) sea-level.

The meeting was a success, I think there were *above* (*more than*) the usual number.

At the office, my father is *above* (*higher than*) Mr. Turnap, the cashier.

## A Joke

"How are you getting on with your driving, Betty?"

"Oh, very well. Yesterday I went at fifty miles an hour, and tomorrow I'm going to try to open my eyes when I pass another car."

## EXERCISES

A) *Supply the correct tense of the verbs in brackets:*

1. I'm sure my sister would go out with you if you (ask) her nicely.
2. We (enjoy) the play better if it had not been so long.
3. They would do it if they (can).
4. If dinner is not ready, I (go) without it.
5. I (show) you how to do it if I knew myself.
6. If the dog had not woken us, we (never hear) the burglar.
7. If he wants to play the violin, I (play) the piano for him.
8. The dog (bite) you if it had not been tied up.
9. If you don't shut that window, we all (die) of cold.
10. I should have come yesterday if I (have) nothing to do.

B) *Read the following sentences, putting in the given adverb:*

1. "I have seen a worse film (rarely)." "I have (never)."
2. "Hugh used to call me by my first name (always)." "In my opinion he ought to have spoken to you at all! (never)."
3. "Were you able to understand mathematical problems? (ever)." "No. I could! (never)."
4. "I've been able to get in for nothing (nearly always)." "I have been so lucky (never); I have to pay (always)."
5. I used to have to wait more than half an hour for Jane (nearly always).
6. I've seen you properly dressed (hardly ever).
7. I've met a more ill-mannered man (seldom).
8. You ought to get off a tram when it is moving (never).
9. I do get off a tram when it is moving (never).
10. He has told me he is in love with me (frequently).

C) *Complete the following sentences using the words supplied: Use "did", "was" or "were".*

1. ... he come to your house?
2. ... he here?
3. ... I give it to you?
4. ... you there?
5. ... you put it on your table?
6. ... I in your office yesterday?
7. ... I go to your office yesterday?
8. ... they in London on Sunday?
9. ... she put her hat on that table?
10. ... they go to Maracaibo on Saturday?

D) *Put in the missing prepositions:*

1. Her hat and coat are ... the clothes-stand.
2. She is going to take her hat and coat ...
3. She is putting her hat and coat ...
4. She is going to pick ... her bag.
5. She is ... the street.
6. She is walking ... the shop.
7. She has closed the door ... her.
8. She is looking ... some tins.
9. She is waiting ... the shopkeeper.
10. She is going to put the tins ... her bag.
11. She is going to pay ... the bread.
12. She is looking ... the bread.
13. She is ... the baker's.
14. She has gone ... the baker's.
15. He is going ... give her the change.
16. He has given it ... her.
17. The shopkeeper has wrapped it ...
18. The fruit is ... boxes.
19. She is looking ... the fruit.
20. She is ... the fruit shop.

E) *Translate into English:*

1. Hugh está en la oficina.
2. Anduvimos a lo largo de la carretera.
3. No sé mucho acerca de ello.
4. La lámpara está sobre la mesa (colgada del techo).
5. Pasa de los cincuenta años.
6. Se le da muy bien el inglés.
7. Los dos países están en guerra.
8. Lo venden a diez dólares el metro.
9. Vino a las cuatro .
10. Al principio no lo entendí.

## LESSON TWENTY-SEVEN

### *The Dying Sun*

Life of the kind we know can only exist under suitable conditions of light and heat, we only exist ourselves because the earth receives exactly the right amount of radiation from the sun; upset the balance in either direction, of excess or defect, and life must disappear from the earth. And the essence of the situation is that the balance is very easily upset.

Primitive man living in the temperate zone of the earth, must have watched the ice-age descending on his home with something like terror; each year the glaciers came farther down into the valleys; each winter the sun seemed less able to provide the warm needed for life. To him, as to us, the universe must have seemed hostile to life.

We of these later days, living in the narrow temperate zone surrounding our sun and peering into the far future, see an ice-age of a different kind threatening us. Just as Tantalus, standing in a lake so deep that he only just escaped drowning, was yet destined to die of thirst, so it is the tragedy of our race that it is probably destined to die of cold, while the greater part of the substance of the universe still remains too hot for life to obtain a footing. The sun having no extraneous supply of heat, must necessarily emit ever less and less of its life-giving radiation, and, as it does so, the temperate zone of space within which alone life can exist, must close in around it. To remain a possible abode of life, our earth would need to move in ever nearer and nearer to the dying sun. Yet, science tells us that, so far from its moving inwards, inexorable dynamical laws are even now driving it ever farther away from the sun into the outer cold and darkness. And, so far as we can see, they must continue to do so until life is frozen off the earth, unless indeed some celestial collision or cataclysm intervenes to destroy life even earlier by a more speedy death. This prospective fate is not peculiar to our earth; other suns must die like our own, and any life there may be on other planets must meet the same inglorious end.

Physics tells the same story as astronomy. For, independently of all astronomical considerations, the general physical principle known as the second law

of thermodynamics predicts that there can be but one end to the universe— a “heat death” in which the total energy of the universe is uniformly distributed, and all the substance of the universe is at the same temperature. This temperature will be so low as to make life impossible. It matters little by what particular road this final state is reached; all roads lead to Rome, and the end of the journey cannot be other than universal death.

Is this, then, all that life amounts to—to stumble, almost by mistake, into a universe which was clearly not designed for life, and which, to all appearances, is either totally indifferent or definitely hostile to it, to stay clinging on to a fragment of a grain of sand until we are frozen off, to strut our tiny hour on our tiny stage the knowledge that our aspirations are all doomed to final frustration, and that our achievements must perish with our race, leaving the universe as though we had never been?

Astronomy suggests the question, but it is, I think, mainly to physics that we must turn for an answer. For astronomy can tell us the present arrangement of the universe, of the vastness and vacuity of space, and of our own insignificance therein, it can even tell us something as to the nature of the changes produced by the passage of time. But we must probe deep into the fundamental nature of things before we can expect to find the answer to our question. And this is not the province of astronomy; rather we shall find that our quest takes us right into the heart of modern physical science.

SIR JAMES JEAN, *The Mysterious Universe*.

*Answer the following questions on the Reading Passage:*

1. What are the two basic elements for life as we know it?
2. Where do these two elements come from?
3. What were the feelings of primitive man on seeing ice-age descending on his home?
4. Do you consider the universe hostile to life?
5. What was the fate of Tantalus?
6. Is the destiny of our race to die of heat?
7. Does the sun receive heat from anywhere?
8. Is the earth moving nearer and nearer to the sun?
9. Why does the author call our sun dying?
10. What laws are driving the earth away from the sun?
11. What is the probable end of the human race?
12. What is the second law of thermodynamics?



13. Why does the author state that "the universe was clearly not designed for life?"
14. What does the expression "All roads lead to Rome" mean?
15. What does the author claim the ultimate destiny of the human race?

## NEW WORDS

<i>suitable</i>	[ˈsu:təbl]	<i>thermodynamics</i>	[ˈθə:məudaiˈnæmiks]
<i>to upset</i>	[ʌpˈset]	<i>to predict</i>	[priˈdikt]
<i>balance</i>	[ˈbæləns]	<i>to stumble</i>	[ˈstʌmbl]
<i>essence</i>	[ˈesns]	<i>to all appearances</i>	[tu ˈo:l əˈpiərəns]
<i>primitive</i>	[ˈprɪmɪtɪv]	<i>to cling</i>	[klɪŋ]
<i>glacier</i>	[ˈglæsjə(r)]	<i>to strut</i>	[ˈstrʌt]
<i>to peer</i>	[piə(r)]	<i>to doom</i>	[du:m]
<i>to threaten</i>	[ˈθretn]	<i>achievement</i>	[əˈtʃi:vmənt]
<i>footing</i>	[ˈfutiŋ]	<i>to perish</i>	[ˈperɪʃ]
<i>extraneous</i>	[eksˈtreɪniəs]	<i>arrangement</i>	[əˈreɪndʒmənt]
<i>abode</i>	[əˈbəʊd]	<i>vastness</i>	[ˈvɑ:stnis]
<i>cataclysm</i>	[ˈkætəklɪzəm]	<i>vacuity</i>	[vəˈkjuɪti]
<i>to intervene</i>	[ɪntəˈvi:n]	<i>therein</i>	[ðeərˈɪn]
<i>prospective</i>	[prəsˈpektɪv]	<i>province</i>	[ˈprɒvɪns]
<i>fate</i>	[feɪt]	<i>quest</i>	[kwɛst]
<i>inglorious</i>	[ɪnˈɡlo:riəs]		

## GRAMMATICAL EXPLANATIONS

*"Prepositions"* (continuación):

*After* = *Después de, detrás de, según*. Estos son sus significados principales en español.

Forma también varios verbos compuestos.

Esta preposición expresa:

- 1) *El orden, lugar, sitio*.

Summer comes *after* (*later than*) Spring.

Maracaibo comes *after* (*behind*) Caracas in population.

- 2) *After*, formando tiempos compuestos, en algunos casos, denota: 1, intención:  
2, persecución.

I don't know what he *is after* = (What he *is intending*).

Although they are not honest people, they are confident that nobody *is after* them for their misdeeds = (Nobody *pursues them for their misdeeds*).

Look out. The police are *after* you.

*Besides* = *aparte de, además de, excepto*.

With the £10,000 Mrs. Pubby bequeathed to Mary, she has been able to buy a little house *besides* (*in addition to*) the £3,000 she invested in Public Securities.

He will have to face great difficulties *besides* (*in addition to*) the ones mentioned by you.

The poor boy had nobody to look after him *besides* (*except*) my father.

*Beside* = *Junto a, al lado de, fuera de*.

He is a clever man, he sets up his cigarette shops *beside* (*close to*) the Government offices.

Pamela, always sits *beside* (*by*) my sister.

Yes, I agree but really this is *beside* (*wide of*) the point.

*Below* = *debajo de, bajo, después de*. Es lo opuesto de *above*.

When climbing the tree, he was surprised at seeing a big snake *below* (*under*) his feet.

Last winter, those men were obliged to work at forty degrees *below* (*lower*) freezing point.

They are *below* (*come after*) us in the list for the next promotion.

*Under* = *debajo, debajo de, bajo, menos de*. Es lo opuesto de *over*.

El significado de esta preposición tiene algún punto de contacto con *below*. No obstante, esta última se refiere más bien a la diferencia de categoría, grado o intensidad, mientras que *under* se usa más para expresar la situación, lugar y estado de una cosa o persona. Así, para expresar la inferioridad en cultura, educación o posición social de una persona con relación a otra se dice: *They are below you*. Pero para expresar la inferioridad en categoría, autoridad o gobierno, se dice: *They are under you*.

Those poor people live *under* (*below*) a bridge near the railway station.  
 He says he cannot go on working *under* (*in accordance with*) the new terms.  
 We are not responsible for the things that are not *under* (*subjected*) our control.  
 You have nothing to worry about if your yearly earnings are *under* (*inferior to*) £ 4,000.

NOTA.—Por otra parte, *under* hace de prefijo con verbos y substantivos, formando numerosos compuestos significando *escasez, insuficiencia, falta de*.

## EXERCISES

### A) Put in the appropriate prepositions:

- |  |  |
|--|--|
| 1. What were you looking —?                        | 12. They live — a big house — this street.         |
| 2. The dog was lying — the table.                  | 13. Yes, he learned the poem — heart.              |
| 3. I received twenty presents — her.               | 14. The two women knelt — and prayed.              |
| 4. Have you ever heard — Mr. Brown?                | 15. The lorry ran — that wall.                     |
| 5. Do you know the name — this river?              | 16. The bear was shot — Charles — this gun.        |
| 6. Sit down — the table and have lunch.            | 17. You should not look — the window.              |
| 7. You have to go — this forest to reach the town. | 18. We got — our college — four o'clock.           |
| 8. No, I was not offended — what you said.         | 19. She is thinking — visiting us soon.            |
| 9. He made friends — my children very soon.        | 20. This could be done — saving this amount daily. |
| 10. Everything was turned — ashes.                 | 21. Don't insist — carrying out such a plan.       |
| 11. There were big branches — our heads.           | 22. He never has any money — him.                  |

### B) Put in "for" or "since":

- |  |  |
|--|--|
| 1. Yes, she has been playing the piano — five hours. | 3. The Brutons had lived in this city — 1963.      |
| 2. He has been going there — a long time.            | 4. He has been preparing his examination — 6 a. m. |

5. The boy rode on his bicycle — three hours.
6. This cat has had no food — two days.
7. I have not gone to the movies — the last time you came here.
8. The dog had been barking — two hours.
9. We have been working for this firm — January.
10. Mr. Ley had been teaching English — he was twenty-four.

C) *Translate these sentences into English:*

1. Nos gustaría ir al cine esta tarde.
2. El llevaba un libro en la mano.
3. Juana tiene un profesor particular.
4. Soplabla el viento, aunque el cielo estaba azul.
5. Creo que ella tiene razón.
6. Me vio hace cuatro semanas.
7. ¿Cuánto tiempo hace que le conoces?
8. Desde casa veo la catedral.
9. Ella se arrodilló unos minutos.
10. Hace dos años que ella tiene automóvil.
11. ¿Cuánto tiempo hace que no viene?
12. Ella cuida a su madre, que está muy enferma.
13. Me dijo que lo trajera.
14. Tan pronto como recibí tu carta hablé con él.
15. Te veré dentro de unas seis semanas.
16. El tren sale a las seis de la tarde en invierno.
17. Va a llover pronto, si no me equivoco.
18. Se puso el abrigo y los guantes y salió.
19. Nada crece en el desierto.
20. Ella acaba de irse.

D) *General questions. Ask and answer them:*

1. Where do you put your address when you write a letter?
2. Where do you put the greeting on a letter?
3. What does "St." stand for?
4. Where does the sun set?
5. Have you ever seen the sun rise?
6. Is San Francisco west of New York?
7. Has the town in which you live postal districts?
8. How do we end a business letter?
9. How do you address an envelope to an unmarried lady?
10. How do you address an envelope if you are writing to a professional man?

E) *Put into the negative:*

- |   |  |
|---|--|
| 1. She took his hat and stick.            | 7. Mr. Wilson said good morning to him.    |
| 2. He sat down and waited.                | 8. He sat down in an armchair.             |
| 3. He looked at the pictures on the wall. | 9. Mr. Pickett stood near him.             |
| 4. He tried to read a newspaper.          | 10. He opened his mouth and shut his eyes. |
| 5. The servant came back.                 |  |
| 6. She led him into another room.         |  |

PRONUNCIATION EXERCISE

*Entonación.*

La melodía núm. 2 ↗ se emplea en preguntas que comienzan por un verbo:

1. Is he Spanish? ↗
2. Do you know that? ↗
3. Are they here? ↗
4. Did he do it? ↗
5. Must we come too? ↗
6. Will you wait? ↗
7. Can you read? ↗
8. Are you sure? ↗
9. Was he there? ↗
10. Can you speak English? ↗

## LESSON TWENTY-EIGHT

### *Peter Cartwright (II)*

In few days after this, we met a lone man, who said his name was Baker, with his mouth bleeding at a desperate rate, having been shot by an Indian. Several of his teeth and his jaw bone were broken by a ball from the Indian's gun. His account of a battle with the Indians was substantially as follows:

There were seven young white men returning to Virginia from Kentucky, all well armed; one of them, a Frenchman, had a considerable sum of money with him. All seven were mounted on fine horses, and they were waylaid by seven Indians.

When the white men approached near the ambush, they were fired on by the Indians, and three shot down; the other four dismounted and shot down three of the Indians. At the second fire of the Indians, two more of the white men fell, and at the second fire of the white men, two more of the Indians fell. Then there were two and two. At the third fire of the Indians, Baker's only remaining companion fell, and he received the wound in the mouth. Thinking his chance a bad one, he wheeled and ran, loading his gun as he went. Finding a large, hollow tree, he crept into it, feet foremost, holding his rifle ready cocked, expecting them to look in, when he intended to fire. He heard the Indians cross and recross the log twice, but they did not look in.

At this perilous moment, he heard the large cow bell that was on one of the drove of cattle of our company, and shortly after he crawled out of the log, and made his way to us, the happiest man I think I ever saw. Our company of young men rushed to the battleground, and found the dead white men and Indians, and dug two separate graves, and buried them where they fell. They got all the horses and clothes of the white men slain, and the Frenchman's money, for the surviving Indians had not time to scalp or strip them.

When we came within seven miles of the Crab Orchard, where there were a fort and the first white settlement, it was nearly night. We halted, and a vote was taken whether we should go on to the fort, or camp there for the night. Indians had been seen in our rear through the day. All wanted to go through except seven

families, who refused to go any farther that night. The main body went on, but they, the seven families, carelessly stripped off their clothes, laid down without any guards, and went to sleep.

Some time in the night, about twenty-five Indians rushed on them, and every one, men, women, and children, was slain, except one man, who sprang from his bed and ran into the fort, barefooted and in his night clothes. He brought the melancholy news of the slaughter.

The captain of the fort was an old, experienced ranger and Indian warrior. These murderous bands of savages lived north of Ohio River, and would cross over into Kentucky, kill and steal, and then recross the Ohio into their own country. The old captain knew the country well, and the places of their crossing the river. Early next morning he called for volunteers, mounted men, and said he could get ahead of them. A goodly company turned out, and, sure enough, they got ahead of the Indians, and formed an ambush for them. Soon they saw the Indians coming, and, at a given signal, the whites fired on them. At the first shot all were killed but three; these were pursued, two of them killed, and but one made his escape to tell the sad news. All the plunder of the murdered families was retaken.

Thus you see what perilous times the first settlers had to reach that new and beautiful country of '*canes and turkeys*'.

Kentucky was claimed by no particular tribe of Indians, but was regarded as a common hunting-ground by the various tribes, east, west, north, and south. It abounded in various valuable game, such as buffalo, elk, bear, deer, turkeys, and many other smaller game, and hence the Indians struggled hard to keep the white people from taking possession of it. Many hard and bloody battles were fought, and thousands killed on both sides; and rightly was it named the 'land of blood'. But finally the Indians were overpowered and driven off, and the white man obtained a peaceable and quiet possession.

The Kentuckians laboured under many, very many, disadvantages and privations; and had it not been for the fertility of the soil and the abundance of wild meat, they must have suffered beyond endurance. But the country soon filled up, and entered into the enjoyment of improved and civilized life.

*Answer the following questions on the Reading Passage:*

1. What was the name of the man they met?
2. What had happened to his jaw?
3. What were the seven young white men mounted on?

4. Who ambushed them?
5. How many of the white men were shot down first of all?
6. When did Baker receive the wound in his mouth?
7. What did he do as he ran away?
8. How did he get into the hollow log?
9. What made Baker the happiest man Peter ever saw?
10. What happened to the seven families who stayed behind?
11. Who was in charge of the fort?
12. What did he propose doing the following day?
13. What did the volunteers do to the Indians?
14. What was the origin of the name Kentucky?
15. Was it a rich country?

#### NEW WORDS

<i>lone</i>	[ləʊn]	<i>barefooted</i>	[ˈbeəˈfʊtɪd]
<i>to bleed</i>	[bliːd]	<i>melancholy</i>	[ˈmeləŋkəli]
<i>desperate</i>	[ˈdespəɪt]	<i>slaughter</i>	[ˈsloːtə(r)]
<i>jaw</i>	[dʒoː]	<i>ranger</i>	[ˈreɪndʒə(r)]
<i>account</i>	[əˈkaʊnt]	<i>warrior</i>	[ˈwɔəriə(r)]
<i>to waylay</i>	[weiˈlei]	<i>murderous</i>	[ˈməːdərəs]
<i>ambush</i>	[ˈambuʃ]	<i>volunteer</i>	[vɒlənˈtiə(r)]
<i>hollow</i>	[ˈhɒləʊ]	<i>goodly</i>	[ˈɡʊdli]
<i>cocked</i>	[kɒkt]	<i>to pursue</i>	[pəˈsjuː]
<i>log</i>	[lɒɡ]	<i>plunder</i>	[ˈplʌndə(r)]
<i>perilous</i>	[ˈperiləs]	<i>cane</i>	[keɪn]
<i>to crawl</i>	[kroːl]	<i>turkey</i>	[ˈtəːki]
<i>slain</i>	[sleɪn]	<i>buffalo</i>	[ˈbʌfələʊ]
<i>to strip</i>	[striːp]	<i>elk</i>	[elk]
<i>fort</i>	[fɔːt]	<i>rightly</i>	[ˈraɪtli]
<i>settlement</i>	[ˈsetlmənt]	<i>to overpower</i>	[əʊvəˈpaʊə(r)]
<i>vote</i>	[vəʊt]	<i>peaceable</i>	[ˈpiːsəbl]
<i>rear</i>	[riə(r)]	<i>endurance</i>	[ɪnˈdʒʊərəns]
<i>carelessly</i>	[ˈkeəlɪsli]	<i>enjoyment</i>	[ɪnˈdʒɔɪmənt]



## GRAMMATICAL EXPLANATIONS

*Distintos usos del verbo "to be".*—Son varios los usos del verbo:

*be*                                      *was, were*                                      *been = ser o estar*

La *voz pasiva*, tan empleada en inglés, se forma con los diferentes tiempos del verbo *to be* más el participio pasado del verbo que se conjuga.

### *Voz activa*

Mrs. Aston *sells* chickens.  
Anthony *saw* my brother.  
They *have posted* the letter.  
They *will paint* the door.

### *Voz pasiva*

Chickens *are sold* by Mrs. Aston.  
My brother *was seen* by Anthony.  
The letter *has been* posted.  
The door *will be* painted.

La *forma progresiva o continua* se forma con los distintos tiempos del verbo *to be* más el gerundio del verbo principal.

### *Tiempos habituales*

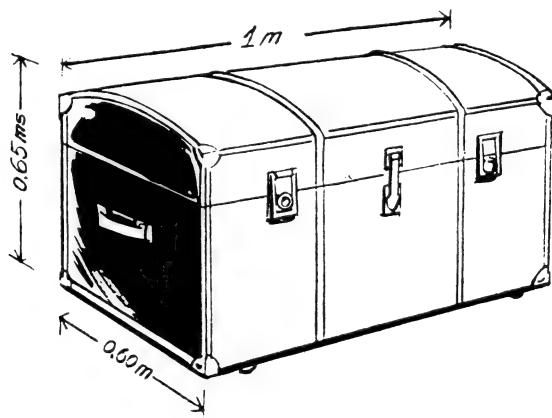
They *drink* beer at the "pub".  
She *watched* television every night.  
Mr. Poser *has cleaned* his car.  
He *will eat* at twelve.

### *Tiempos progresivos*

They *are drinking* beer at the "pub".  
She *was watching* television then.  
Mr. Poser *has been cleaning* his car.  
He *will be eating* at twelve.

*How big is this trunk?*

*How high is it?*  
*How long is it?*  
*How wide is it?*



This trunk *is* 0.65 metres *high*.  
This trunk *is* 1 metre *long*.  
This trunk *is* 0.60 metres *wide*.

El verbo *to be*, con ciertos adjetivos y los sustantivos que de ellos se derivan, se traduce por *tener* en español, y es la forma de expresar *extensión, longitud, largura, grosor, anchura y altura* en inglés.

### *Adjetivos*

<i>long</i>	= largo
<i>tall</i>	= alto (de personas)
<i>high</i>	= alto (de cosas)
<i>wide</i>	= ancho
<i>deep</i>	= hondo, profundo
<i>thick</i>	= grueso (gordo)
<i>broad</i>	= amplio
<i>square</i>	= cuadrado

### *Sustantivos*

<i>length</i>	= longitud
<i>tallness</i>	= altura
<i>height</i>	= altura
<i>width</i>	= anchura, ancho
<i>depth</i>	= hondura, profundidad
<i>thick,</i> <i>thickness</i>	= grosor, grueso
<i>breadth</i>	= amplitud
<i>area</i>	= extensión, área

How long is this board?  
How many metres long is this board?  
What is the length of this board?  
How big is this garden?

This board is twelve metres long.  
It is twelve metres long.  
Its length is twelve metres.  
It is twenty metres wide by thirty metres long.

How tall is your brother?  
What is the height of your brother?

He is 1.80 metres tall.  
His height is 1.80 metres.

How deep is this well?  
How many metres deep is this well?  
What is the depth of this well?

This well is twenty metres deep.  
Is it twenty metres deep.  
The depth of this well is twenty metres.

*Los giros idiomáticos del verbo "to be" se usan para expresar:*

<i>La edad</i>	= How old is Peter? He is fourteen years old. What is Mary's age? She is two years older than Ruth.
<i>Saludos</i>	= How is your aunt, Gleen? She is very well, thank you.
<i>La hora</i>	= What time is it, please? It is half past seven.

- Tiempo atmosférico* = Was it cold last night? Yes, it was freezing.  
Is it raining now? No, it is fine today.
- a) *Actitud de espíritu* = To be friendly, unfriendly, ashamed, kind, happy, clever, wise, silly, proud, mistaken, *lucky, right, wrong, careful, afraid*, etc., e infinidad de adjetivos más, imposible de enumerar.
- b) *Para expresar sensaciones* = To be well, ill, sick, *sleepy, hungry, thirsty*, tired, *cold, hot*, frightened, surprised, lazy, strong, exhausted, eager, willing, etc., e infinidad de adjetivos más; imposible de enumerar.
- Otras expresiones* = To be worth, to be born, to be able, to be allowed, there is, there are, there was, there were, there will be, etc., etc.

*This ring must be worth sixty pounds.—Where was he born?*  
*There will be a lot of people waiting for us when we arrive.*

NOTA.—En realidad, solamente los adjetivos en letra cursiva, en a) y b) son verdaderamente idiomáticos *en castellano*. Hasta resulta innecesario la mención del resto.

## EXERCISES

A) *Write the following sentences in the Passive Form:* (Omitting reference to the subject if it is indefinite).

1. The student read lesson five.
2. They teach English at this school.
3. Everybody liked her presents.
4. Roger rang me up last night.
5. He sent a telegram to his mother.
6. Mrs. Green cooks our meals.
7. The big lorry hit the old woman.
8. The teacher is preparing our homework.
9. The maid broke the glass.
10. They serve good meals here.
11. This secretary types the letter in Spanish.
12. They could not translate the letter.
13. The little boy asked us a lot of questions.
14. He wrote a play for us to act.
15. The farmer planted these four trees.

B) *Translate these sentences into English:*

1. Si él tuviera dos años más, vendría conmigo.
2. El tuvo miedo y no quiso intentarlo.
3. ¿Sabes tú dónde nació él?
4. La tabla tendrá que tener dos metros más.
5. Esta casa tiene más altura que la mía.
6. ¿Cuántos años tenías tú entonces?
7. Yo creo que habrá muchas sorpresas.
8. Fue una pena que no tuvieras más suerte.
9. Creo que no vale la pena ir allí.
10. El perro tenía más hambre que frío.

C) *Write the following sentences in reported speech:*

1. John said to me, "I want you to take the car to the garage".
2. Pamela asked John, "How much money have you?".
3. Mr. Ley said, "Your homework is very well done".
4. John asked Pamela, "Will you marry me?".
5. My mother said to me, "You mustn't eat that cake".
6. The airhostess asked Peter, "Have you ever flown before?".
7. I told the mechanic, "Please wash the car for me".
8. The teacher asked Nan, "How long have you been learning English?".
9. The doctor said to the patient, "Open your mouth".
10. Jane asked me, "Are you good at languages?".

D) *Supply the correct form of the verb in the following sentences:*

1. If I (be) rich I should buy a new car.
2. If she not (go) he could have come to fetch her.
3. They might have passed their examination if they (work) harder.
4. If he (send) the parcel she would have received it.
5. Mary would have bought a new hat if she (have) money.
6. I would have spoken to him if I (know) him.
7. If there is time, they (christen) him tomorrow.
8. Unless you (speak) louder they wouldn't hear you.
9. If you (understand) you wouldn't have made that mistake.
10. If you (drink) a lot you would get drunk.

E) *Put the infinitive in brackets into the "Simple Past" or "Present Perfect":*

1. I (go) there four days ago.
2. Mr. Ley (live) here for a long time.
3. A man (come) to see you; he is waiting in the other room.
4. He (build) many houses last year.
5. They (build) many houses since last year.
6. I (wait) half an hour for her, but she didn't come.
7. He not (come) since Monday.
8. They (paint) the house last month.
9. I (wait) half an hour for you.
10. A man (come) to see you; he left no message.

## LESSON TWENTY-NINE

### *Madame Curie and Radium*

Madame Curie will always be remembered as the discoverer of an element, radium, which had never been found before her day. In the passage below L. W. Leavitt describes part of her work. The author is an experienced teacher of English as a foreign language and wrote the book, *Great Men and Women* (1958), from which the passage is taken, when Principal of the International College, American University of Beirut.

A certain scientist had discovered that a metal called uranium gave off a kind of radiation, which Marie Curie was later to call radio-activity. But where did this radiation come from, and what was it like? Here was a secret of nature which she set out to discover. Only a scientist could understand all that this pursuit meant. The experiments were done most carefully again and again. There was failure, success, more failure, a little success, a little more success. All seemed to prove that in the mineral which she was examining there was some form of radiation which man knew nothing about.

Four years before this, Marie had expressed her thoughts in words much like these: "Life is not easy for any of us. We must work, and above all we must believe in ourselves. We must believe that each one of us is able to do something well, and that, when we discover what this something is, we must work until we succeed." This something in Madame Curie's own life was to lead science down a new path to a great discovery.

At this time her husband left his own laboratory work, in which he had been very successful, and joined with her in her search for this unknown radiation. In 1898 they declared that they believed there was something in nature which gave out radio-activity. To this something, still unseen, they gave the name radium. All this was very interesting, but it was against the beliefs of some of the scientists of that day. These scientists were very polite to the two Curies, but they could not believe them. The common feeling among them was: "Show us some radium, and we will believe you."

There was an old building at the back of the school where Pierre Curie had been working. Its walls and roof were made of wood and glass. It was furnished

with some old tables, a blackboard, and an old stove. It was not much better than a shed, and no one else seemed to want it. The Curies moved in, and set up their laboratory and workshops. Here for four very difficult years they worked, every moment that they could spare, weighing and boiling and measuring and calculating and thinking. They believed that radium was hidden somewhere in the mass of mineral dirt which was sent to them from far away. But where?

The shed was hot in summer and cold in winter, and when it rained, water dropped from the ceiling. But in spite of all the discomforts, the Curies worked on. For them these were the four happiest years of their lives.

Then, one evening in 1902, as husband and wife sat together in their home, Marie Curie said: "Let's go down there for a moment." It was nine o'clock and they had been "down there" only two hours before. But they put on their coats and were soon walking along the street to the shed. Pierre turned the key in the lock and opened the door. "Don't light the lamps," said Marie, and they stood there in the darkness. "Look!... Look!"

And there, glowing with faint blue light in the glass test-tubes on the tables, was the mysterious something which they had worked so hard to find: Radium.

LESLIE W. LEAVITT

*Answer the following questions on the Reading Passage:*

1. What did the metal uranium give off?
2. What was this later called?
3. Who could only understand what this meant?
4. How often were the experiments done?
5. What did the experiments all seem to prove.
6. How long before had Marie expressed her thoughts?
7. What did they declare in 1898?
8. How did the scientists behave towards the two Curies?
9. What was the common feeling among the scientists?
10. What was the shed like?
11. How long did the Curies work in the shed?
12. What did they believe?
13. What was the shed like in winter?
14. What did Marie say when they opened the door?

## NEW WORDS

<i>element</i>	[ˈelimənt]	<i>search</i>	[sə:tʃ]
<i>radium</i>	[ˈreɪdjəm]	<i>polite</i>	[pəˈlaɪt]
<i>uranium</i>	[juəˈreɪnjəm]	<i>stove</i>	[stəʊv]
<i>to give off</i>	[ˈgɪv ˈɒf]	<i>shed</i>	[ʃed]
<i>radiation</i>	[reɪdɪˈeɪʃən]	<i>workshop</i>	[ˈwɜ:kʃɒp]
<i>radio-activity</i>	[ˈreɪdɪəʊəkˈtɪvɪti]	<i>lock</i>	[lɒk]
<i>pursuit</i>	[pəˈsju:t]	<i>boarder</i>	[ˈbɔ:də(r)]
		<i>landlady</i>	[ˈlændˈleɪdi]

## A Joke

One evening the announcer of a radio programme telephoned a woman to tell her that she had won a \$ 5,000 prize. As she was not at home, a boarder, who answered the phone was asked the first thing the landlady would do with the money.

“Count it,” he replied quickly.

## EXERCISES

A) *Write the following sentences in the Passive Form:* (Omitting reference to the subject if it is indefinite).

- |   |   |
|---|---|
| 1. A lady showed them their seat.           | 8. Every difficulty will vanish soon.       |
| 2. Mrs. Green baked the cakes.              | 9. The news surprised everybody.            |
| 3. We heard a terrible noise.               | 10. Somebody bought it for me.              |
| 4. They make all kind of tools.             | 11. He told David to come back again.       |
| 5. This girl must take the tea things away. | 12. They ought to put out the lights.       |
| 6. They taught us to be kind to everybody.  | 13. They helped Kenneth to repay his debts. |
| 7. He did not miss any good opportunity.    | 14. They never saw me weep.                 |
|   | 15. They will raise the prices soon.        |



B) *Put in the appropriate prepositions:*

1. This pupil comes — town every day.
2. This is a book — a famous writer.
3. He bought his shoes — Williamson's.
4. They come to see us — time — time.
5. What is the matter — you today?
6. This must be paid — all citizens.
7. They did not tell me — your difficulties.
8. She was sitting — an arm-chair then.
9. Why don't you want to listen — the news?
10. When he got near the horse, the dog barked — him.
11. No, thanks, I prefer to go — foot.
12. I don't know what he has been doing — then.
13. This prevented him — coming.
14. He owns a flat — this house.
15. She has not heard — me — a long time.
16. We have been — this hotel — two months.
17. These animals feed — grass only.
18. Why don't you divide it — all these boys?

C) *Put the adverbs in their correct places:*

1. I have mentioned it. (twice, already)
2. Let's go, Peter, you have worked. (enough)
3. He had repaid all his debts. (almost)
4. Yes, they had lived in that country. (before)
5. Yes, I had done it. (already)
6. Don't worry, the crops will be better. (next year)
7. The boy did it without asking anybody. (quickly)
8. He is not satisfied with his new car. (at all)
9. He insulted everybody at the meeting. (practically)
10. The little cat jumped out of the window. (almost)
11. Yes, Henry tried to join the army. (once)
12. Peter came to school. (late, this morning)
13. They are going to hold a party. (tomorrow, at 8 o'clock)
14. I want to have a look at it. (only)

D) *Supply some form of "rise" or "raise" in the following:*

- |   |  |
|---|--|
| 1. Prices ... during the war.                   | 7. He ... from his seat and left the room.         |
| 2. Mr. Serrell promised to ... the man's wages. | 8. I ... very early in the morning.                |
| 3. The plane ... in the sky.                    | 9. The teacher told him to ... his voice.          |
| 4. The sun ... at seven o'clock.                | 10. We had ... from the table before Jane came in. |
| 5. Hugh ... his hat to the teacher.             |  |
| 6. The box is too heavy; I can't ... it.        |  |

E) *Supply one of the following words in the blanks: butter, salt, eggs, sugar, meat, milk, wine.*

- |                                |                             |
|--------------------------------|-----------------------------|
| 1. We put ..... on bread.      | 5. We put ..... in tea.     |
| 2. We put ..... on eggs.       | 6. We put ..... in coffee.  |
| 3. We put ..... in cakes.      | 7. We put ..... in glasses. |
| 4. We put ..... in sandwiches. | 8. We put ..... in bottles. |

### PRONUNCIATION EXERCISE

*Lectura de homófonos. Palabras que se pronuncian de la misma manera:*

- |                     |                  |
|---------------------|------------------|
| a) find<br>fined    | f) him<br>hymn   |
| b) fir<br>fur       | g) hole<br>whole |
| c) flour<br>flower  | h) in<br>inn     |
| d) for<br>four      | i) it's<br>its   |
| e) guessed<br>guest | j) key<br>quay   |

## LESSON THIRTY

### *Jenner Studies Smallpox*

Edward Jenner (1749-1823) is famous because he found out that vaccination with cowpox (harmless) prevented the catching of the terrible disease, smallpox. This is described in the passage below, which comes from the author's book *Makers of Civilization, Book 2* (1951). The author worked in education in Africa for many years, and she is well qualified to write for foreign students of English.

Jenner was very troubled because there were so many diseases for which no cure had been found, and of which many people died. The worst of them all was smallpox, and every year hundreds of people caught the disease. Of those who caught it, many died; and those who recovered had their faces and bodies covered with scars. Jenner longed to find a way of saving people from this terrible disease and he thought about it a great deal and tried to find out all he could about it.

After a time he noticed something very interesting. He found that the girls who were employed to milk cows hardly ever caught smallpox, and he began to wonder why. Many of them caught a disease from the cows called cowpox, which was not serious and from which they recovered quickly. He found that people who had had cowpox seemed to be safe from catching smallpox.

One day a girl came to see him who had a cowpox sore on her hand. Jenner took some of the germs of the cowpox from her hand. He then found a little boy of eight called Jimmy Phipps. He made a small scratch on his arm. Into the scratch he put some of the germs of the cowpox. Jimmy caught cowpox and soon got better, but later when he came near people who had smallpox he did not catch it, though other people did.

Jenner was very excited at what he had found. He wrote a paper about it and had it printed for other doctors to read. That was how vaccination was discovered. At first people would not believe that what he had written was true. Many of them thought it was nonsense; and when Jenner offered to vaccinate people they were too much afraid to come forward.

Gradually the news spread all over the world and Jenner became a great hero. The Government ordered that all sailors must be vaccinated before they went to

sea, and the doctors of the Royal Navy were so pleased that there was no more smallpox in the ships that they gave Jenner a gold medal.

The Empress of Russia sent Jenner a gold ring. The doctors in England collected money and gave him a dinner service of silver plate, and the English parliament gave him a gift of £ 20,000. In Germany the people kept Jenner's birthday as a national holiday, and another holiday was the day on which he had vaccinated Jimmy Phipps.

But Jenner was not spoilt by all his fame, and he continued to work as a humble village doctor. He refused to make money out of his discovery, and throughout his life he always vaccinated anybody who came to him without making any charge. He visited London fairly frequently, but he always went back to his village home as soon as he could. After his wife's death, when he was sixty-six years old, he never left home again, but he continued to work hard as a doctor till he died quite suddenly at the age of seventy-four.

M. I. POTTS

*Answer the following questions on the Reading Passage:*

1. Why was Jenner very troubled?
2. What was the disease many people died of every year?
3. What happened to those who recovered from smallpox?
4. What happened to the girls employed to milk cows?
5. What did Jenner find about the people who had caught cowpox?
6. Why didn't Jimmy Phipps catch smallpox?
7. Did people believe in Jenner's discovery?
8. How did people react when Jenner offered to vaccinate them?
9. What did the government order?
10. What was Jenner given?
11. What did the Empress of Russia send Jenner?
12. What did Jenner continue to do after he got great fame?

#### NEW WORDS

<i>smallpox</i>	[ˈsmo:lpoks]	<i>sore</i>	[so:(r)]
<i>vaccination</i>	[vaksiˈneiʃən]	<i>scratch</i>	[skratʃ]
<i>cowpox</i>	[ˈkaupoks]	<i>to come forward</i>	[ˈkʌm ˈfo:wəd]
<i>harmless</i>	[ˈha:mlis]	<i>dinner service</i>	[ˈdinəˈsə:vɪs]
<i>scar</i>	[ska:(r)]	<i>to react</i>	[riˈakt]
<i>to long</i>	[lɒŋ]		

## A Joke

A man was being shaved in a barber's shop when the door opened and a policeman shouted:

"Hay, Jones your house is on fire!"

The man sprang out of the chair and ran down the street for a hundred yards. Then he stopped and said:

"What the devil am I running for? My name isn't Jones."

## EXERCISES

A) *General questions. Ask and answer them:*

1. What is the day of the week and the date today?
2. How often do you go to church?
3. How long have you been studying English?
4. How old were you when you began going to school?
5. What did you tell the garage assistant to do when you had a puncture?
6. Is it worth taking a taxi to go from here to the church?
7. What's the weather like today?
8. Are there any students from this class missing today?
9. What are you sometimes afraid of doing when you attend a dull lecture?
10. Did it sometimes freeze last winter during the cold weather?

B) *Put the verb in the correct tense:*

To pay	{	I ... .. him tomorrow.
		He ... every day.
		She ... .. every day for the last six years.
		They ... it yesterday.
		We ... .. it now.
		He cannot ...

To wait	{	I ... for you here this afternoon.
		He ... .. for you now.
		How long ... you ...?
		... you ... long yesterday?
		Can she ... for me?
		I ... for her every day.

To study	{	I ... .. that tonight. She ... .. English since last year. They ... .. it now. ... you ... every day? Can she ... this afternoon?
----------	---	---

C) *Complete these sentences with the appropriate word from the following:*  
 even, already, still, yet, again.

1. It has only been snowing for two days, but the lake is frozen ...
2. My car ... doesn't work well, although it has been repaired twice.
3. All the plants in the garden, ... the large ones, have been spoilt by the strong wind.
4. My watch is very old, but it is ... in good condition.
5. It was ... raining in the evening so the two boys did not go for a walk in the woods.
6. The first time we saw the English play we didn't understand it very well, so we went to see it ... last night.
7. Hugh has only been learning to play the piano for a short time, but ... he plays quite well.
8. Peter hasn't ... got out of bed; he will be late for school.
9. The church that was damaged in the war has not ... been repaired.
10. All the windows are in need of repair, ... the ones in the sitting-room.

D) *Insert prepositions in the following sentences:*

- |  |                                     |
|--|-------------------------------------|
| 1. Please attend ... what I say.           | 6. The room was full ... smoke.     |
| 2. I prefer fruit ... chocolate.           | 7. She goes ... the street.         |
| 3. Everything depends ... John.            | 8. She gets ... a bus.              |
| 4. He is different ... his brother.        | 9. She gets ... the bus.            |
| 5. I congratulate you ... your engagement. | 10. She looks ... the shop-windows. |

E) *Make sentences for these answers:*

- |  |   |
|--|---|
| 1. We shall go to the cinema tomorrow.   | 6. Jenner noticed something very interesting. |
| 2. I have studied English for two years. | 7. He became a great hero.                    |
| 3. She didn't say a word.                | 8. Peter came yesterday.                      |
| 4. I don't know who did it.              | 9. He died quite suddenly.                    |
| 5. I was reading when she came in.       | 10. Yes, Jenner was English.                  |

## LESSON THIRTY-ONE

### *Thomas Edison's Inventions*

Lionel Elvin's book *Men of America* (1941) includes a chapter on the great inventor, Thomas Alva Edison (1847-1931). The piece given here is taken from this chapter. The author was born in 1905 and was educated at the universities of Cambridge and Yale. He knows America well, and his wife comes from California.

I am at the moment writing on to a typewriter, and I see by the light of an electric lamp. Across the room, tempting me to stop writing, is a gramophone; and if I don't stop to put on a record, I shall in any case stop soon to listen to the news on the wireless set at my side. Or, of course, I could go out, take an underground electric train and go to the pictures. If this were peace-time, I might go by car. If I want to make sure of a seat when I get there, I can pick up the telephone at my elbow and ask for one to be kept for me. In every single one of the actions I have mentioned, I need, in one degree or another, the work of Thomas Alva Edison.

Edison did not "invent" all these things; inventions rarely happen like that. Far more often, they are the end-result of a whole series of ideas and experiments and improvements. But one may safely say that in each of these cases Edison did something of importance to bring the instrument to me.

He did not first think of the typewriter, but he made improvements in these machines. He did make the first electric lamp which had a shining wire inside, and this enabled cities and villages to be lit by electric light. He did actually invent the phonograph (of which the gramophone is another form). He thought of the idea and he worked it out in practice.

His name is, of course, less important than Marconi's in the history of wireless telephony, but he helped in this. The first electric railway in America was built outside his laboratory at Menlo Park, in New Jersey. He invented the Edison storage battery, which helped in the development of the motor-car. And although other names may be earlier in the history of moving pictures, he helped in their development, and the first motion picture studio was built at Menlo Park.

Lastly, although Alexander Graham Bell is recognized as the inventor of the telephone (and was so recognized by Edison himself) Bell's telephone would only work over the shortest distances until Edison got to work and made possible the tremendous development of the use of the telephone that has taken place in the last fifty years.

Such truly wonderful inventions and developments earned Edison the title, "The Wizard of Menlo Park". He had done things which everyone knew were possible but difficult. More, he had done things, such as making a "talking machine" and producing a successful electric lamp, which the experts had declared to be impossible.

In the course of his working life he took out over a thousand patents in the United States for inventions of his, and it may fairly be said that he did more than any other man of his time to increase the comfort and convenience of his fellow men through the discovery of ways to use our power over nature. It is no wonder that the public at last began to believe him capable of anything.

Perhaps the two pleasantest stories are those told by Mr. G. S. Bryan. The journalists, of course, were always visiting Edison's laboratory at Menlo Park for news, but sometimes they were disappointed. One young journalist failed to find any official information but was determined not to return without a story. He announced that Edison's latests invention was a kind of shirt. This did not need washing. The shirt was made in three hundred and sixty-five very thin layers; and if you wanted a clean shirt every morning, all you did was carefully tear off the top layer, and there was a clean shirt! It is said that quite a lot of people believed this story!

The second story goes a little deeper. Mr. Bryan was mentioning to a good citizen the great admiration in which Edison was held. He got the reply, "And why not? Didn't he set the whole world going?"

LIONEL ELVIN

*Answer the following questions on the Reading Passage:*

1. Did Edison actually invent the typewriter, the electric lamp and the gramophone?
2. What did he actually invent?
3. Where was the first electric railway in America built?
4. Who is recognized as the inventor of the telephone?
5. What was Edison called?
6. What did the experts think about the electric lamp?



7. Where was Edison's laboratory?
8. Why did people believe that he was capable of anything?
9. Why did a journalist decide to invent a story about Edison?
10. What is the story about?
11. Did people believe that story?
12. Can you tell the second story about Edison?

### NEW WORDS

<i>to tempt</i>	[tempt]	<i>telephony</i>	[ti'lefəni]
<i>grammophone</i>	[ˈgraməfəʊn]	<i>storage battery</i>	[ˈstɔːrɪdʒ ˈbætəri]
<i>wireless</i>	[ˈwaɪələs]	<i>motion</i>	[ˈməʊʃən]
<i>underground</i>	[ˈʌndəgraʊnd]	<i>layer</i>	[ˈleɪə(r)]
<i>phonograph</i>	[ˈfəʊnəgrɑːf]	<i>to tear off</i>	[ˈteər ˈɒf]

### A Joke

A Scotsman returned to his native land after a thirty-year absence. Before leaving America, he wrote and asked his brothers to meet him at the station. When he arrived at his home town, he was met by three bearded men whom he had difficulty in recognizing.

"Why have you got those beards?" he asked.

"Don't you remember, Peter?" they replied. "You took the razor-blade with you."

### EXERCISES

A) *Complete the following sentences with the correct form of "to do" or "to make":*

1. In January I shall have to ... a journey to Washington.
2. We all hope that no nation will ... war against any other nation in future.
3. "My car will only hold three" said Hugh. "What's to be ...?"
4. The noise ... the animal afraid and he ran off towards the river.
5. His wife, who told him of Mr. Serrell's arrival, had ... a small mistake.

6. You won't ... your old friend look a fool.
7. He goes to work at ten o'clock but just sits at this desk all morning ... nothing.
8. As Antonio is coming for the week-end it would be better to ... a fire in the spare room.
9. He is ... a lot of progress with his English.
10. Where's Jane? She's just coming: she's ... her hair.

B) *Ask and answer these questions:*

1. Where and when were you born?
2. Where and when was Quevedo born? (Spain, 1580).
3. Where and when was Dickens born? (England, 1812).
4. Where and when was Dumas born? (France, 1803).
5. Where and when was Goethe born? (Germany, 1749).
6. Where and when was Rafael born? (Italy, 1483).
7. Where and when did Bolivar die? (America, 1830).
8. Where and when did Velázquez die? (Spain, 1660).
9. Where and when did Chopin die? (France, 1849).
10. Where and when did Cromwell die? (England, 1658).
11. Where and when did Washington die? (America, 1799).
12. Where and when did Newton die? (England, 1727).

C) *Complete the following sentences with an appropriate adverb:*

1. We had ... begun our walk when it started to rain.
2. He arrived ... at the Carter's and his friends had ... begun their lunch.
3. I must have left my bag ... but I can't find it ...
4. When I met Jane ... she was not very well dressed, but today she was wearing a beautiful new suit.
5. When I call my dog he comes ... .. wagging his tail.
6. I should never marry Mr. Hinkley ... if he had a lot of money.
7. Was Hugh ... when you went to his house this afternoon?
8. When we finished shopping the basket was ... full.
9. The tailor promised to have Antonio's suit but it isn't ...
10. I usually have lunch at home but ... and ... I go to a restaurant.

D) *Put the verb into the correct tense:*

To drive	{	Do you like...?
		He says he ... very well.
		Have you ever ...?
		He said you were not ... like that. (prohibition)
		She ... for two hours yesterday.
		They were ... when I saw them.
		Can you ... well?
		I was ... the car then.
		May you ... this car?
		You oughtn't ... like that.
He had never ... before.		

To freeze	{	Is it ... now?
		Does it ... much in autumn?
		I don't think it ... last night.
		Do you think it will ... to-night?
		It was ... when I came in.
		Has the water ...?
		The river ... in winter.
I didn't think it would ...		
Do you think it could have ...?		

To build	{	What are they ... there?
		He ... two houses a year.
		Could he ... all those houses?
		Were they ... it last year?
		Do you think he could have ... it?
		They ... sixty houses last year.
		Were they ... it when you were there?
		Would you like ... your own house?

E) *Complete the following sentences with the correct preposition or adverb particle:*

- |   |   |
|---|---|
| 1. They have a house ... the country.     | 4. I can see you ... the light ... an electric lamp.    |
| 2. It is quite easy ... do that.          | 5. I'm going ... listen ... the news ... eight o'clock. |
| 3. He went ... the room and then came ... | 6. Did you come ... car or ... foot?                    |

7. The telephone rang and I picked  
... the receiver.  
8. ... first I could not understand  
her.

9. He thought ... an idea and then  
worked it ...  
10. She helped me ... my work.

### PRONUNCIATION EXERCISE

#### *Acentuación.*

Practíquense los siguientes casos de verbos compuestos. *Acentúense las palabras en cursiva:*

- a) He *took* his *bat* off.  
He *took* off his *bat*.  
He *took* it *off*.

- b) I *switched* the *radio* on.  
I *switched* on the *radio*.  
I *switched* it *on*.

- c) She *put* her *coat* on.  
She *put* on her *coat*.  
She *put* it *on*.

## LESSON THIRTY-TWO

### *Oil in the Earth*

Most of us use oil in some way, and it is difficult to imagine the modern world without oil. But oil is not easy to find and get out of the earth. In the passage given here, which comes from Dr. Flood's *Treasures from the Earth* (1950), the author is discussing the methods used by engineers who obtain the oil for us.

We cannot, of course, see the oil which is trapped deep down in the ground. Men must study the rocks carefully. When they think that the rocks in a certain place may contain oil, a metal tower called a derrick is built. A machine in the tower gradually cuts a narrow hole down into the ground. As the hole is made, a steel pipe is pushed down to stop the sides from falling in, and to keep out water. At last, if the men have judged correctly, the hole reaches the oil. Usually the oil rushes up the pipe with great force, driven by the pressure of the gas in the top of the layer of rock, and it streams high into the air. If this oil should catch alight, there would be a terrible fire. A kind of lid is fixed to the top of the pipe, and the oil is allowed to flow out gently through taps. After a "well" has been used for a long time, it may be necessary to use a pump to get the oil out.

Oil, we see, is obtained more easily than coal. Men must dig coal from a mine, but oil rushes up a pipe. Often several wells are made, each reaching the same supply of oil in the ground. If a well is made near the middle of the oil-field, gas will be obtained. This may blow out of the well with great force if it is not controlled. In parts of America such gas is sent through pipes to distant towns, and used, like coal-gas, in houses and factories.

The oil which comes from a well may be a pale brown, easy-flowing liquid, but more usually it is dark brown, thick and sticky. It is a mixture of many kinds of hidrocarbons. The factories in which the various oils (petrol, kerosene, etc.) are got out of this mixture are often many miles away from the wells; in fact, they may be in another country across the sea. The rock-oil (petroleum) is sent to these places, or to ships at a port, through steel pipes. The pipes may cross hundreds of miles of land, and pumps at various places drive the stocky petroleum along.

When we boil some water in a pot over the fire, it changes into a vapour (steam). If we hold a piece of cold glass in the vapour, drops of water form on it. The vapour changes back into a liquid. Now suppose we carefully heat a mixture of petrol and kerosene. (Do not try this; it might catch alight and cause damage!) Suppose we make the mixture a little hotter than boiling water. The petrol, which boils easily, turns into a vapour; but the kerosene, which does not boil so easily; remains as a liquid.

We can collect the petrol vapour and cool it in another container so that it turns back into a liquid. *In this way we have separated the two oils.* There is another, similar way of separating two oils. We can heat the mixture so that both oils turn into vapours, and then slowly cool the vapours. The kerosene vapour turns into a liquid first and can be collected; the petrol does not turn into a liquid until it has been cooled much more.

Petroleum is a mixture of many oils, but they can be separated in the ways we have described. The second way is now more common. The petroleum is made very hot and passed into the bottom of a tall tower. There are shelves in the tower. As the vapours rise up the tower, they slowly cool. The thick, heavy oils turn back into liquid near the bottom. Other oils turn back into liquids higher up.

W. E. FLOOD, M. A., *Ph. D.*

*Answer the following questions on the Reading Passage:*

1. What does the machine in the derrick do?
2. How does the oil generally rush up the pipe?
3. What would happen if this gas caught fire?
4. What is generally fixed to the top of the pipe?
5. What is the hole called through which the oil comes up?
6. Which is easier to obtain, oil or coal?
7. What is the more usual aspect of the oil?
8. How is petroleum sent from one country to another?
9. What happens when we boil water in a pot?
10. Are there any oil wells where you live?
11. Have you ever seen an oil refinery?
12. Where does the petrol used in your country come from?

## NEW WORDS

<i>trapped</i>	[trapt]	<i>hydrocarbon</i>	['haidrəu'ka:bən]
<i>derrick</i>	['derik]	<i>petrol</i>	['petrəl]
<i>gradually</i>	['gradjuəli]	<i>kerosene</i>	['kerəsi:n]
<i>to catch alight</i>	['katʃ ə'lait]	<i>vapour</i>	['veipə(r)]
<i>lid</i>	[lid]	<i>petroleum</i>	[pi'trəuljəm]
<i>tap</i>	[tap]	<i>container</i>	[kən'teinə(r)]
<i>pump</i>	[pʌmp]		

## A Joke

Undergoing an intelligence test for entry into a school, a small boy was asked:

"What is your nose for?"

"For smelling with," he replied.

"What are your eyes for?"

"For seeing with."

"What are your ears for?"

"For washing behind," replied the boy quickly.

## EXERCISES

A) *Put in the correct form of "to be" and answer each question:*

1. .. they to get up early (= must)?
2. .. it not in winter?
3. What do you do when you ... hungry?
4. When ... you cold?
5. ... you ever hot?
6. When ... it hot?
7. When ... we to do it (= must)?
8. .. it cold in summer?
9. What do you do when you ... thirsty?
10. What ... the weather like in spring?
11. ... it raining now?
12. ... they sleepy in the morning?

B) *Ask and answer these general questions:*

1. Is it easy to get a visa for the United States of America?
2. What is your address?
3. Do you live at home or in a boarding-house?
4. What does a teacher do on a blackboard?
5. Are banks very important for business?
6. Do you work in an office?
7. Where can you change foreign money?
8. Have you ever had to declare something at the customs?
9. Which do you like more, giving or getting presents?

C) *Write the following sentences with the adverb in the correct place:*

1. Early: It was my intention to get up this morning but I didn't wake up until nine.
2. Better: At first he could not speak much English, but now he speaks.
3. Almost: Get ready; it is time to leave.
4. Today: Hugh insists on going there.
5. Fast: He drove the car because he was late.
6. Well: The new maid can't cook.
7. Easily: Hugh and Jane reached home in time for lunch as the roads were empty.
8. Always: Mr. Hinkley wore a brown suit.
9. Never: Mr. Serrell reads novels; he hasn't time.
10. Hard: He has worked for this exam.
11. Completely: The view is spoilt by the new building.
12. Quite: The dinner was cold as we arrived so late.

D) *Complete the following sentences with adjectives:*

1. Hugh did not go to work today as he was not ...
2. Mrs. Carter was in bed ... so they did not disturb her when the visitor came.
3. His father was very ... with him for breaking the window.
4. The grass seemed very ... after the rain.
5. Mary is ... but she is not very intelligent.
6. The dogs were so ... that they almost killed him.
7. The colour of Jane's new dress is ...



8. This pen is ... now, as it is broken.
9. The play I saw last night was very ... and I laughed a lot.
10. The road was so ... there that two cars could not pass.

E) *Put the following sentences into the Passive Voice:*

1. Mr. Ley teaches them English.
2. Her mother gives her money every week.
3. The servant keeps the house clean.
4. She sent me a letter.
5. They told me to come.
6. The man rides the horse.
7. She cooked lunch.
8. They will tell us that tomorrow.
9. That old man made the chair.
10. My mother called me at eight o'clock.

## LESSON THIRTY-THREE

### *The Work of Louis Pasteur*

Some of the discoveries of Louis Pasteur (1822-1895), the famous French chemist, are described in this passage from *Makers of Civilization, Book 2* by Miss Potts. Probably he is most famous for discovering a method of dealing with rabies caught from the bites of mad dogs. But he made other important discoveries.

Pasteur was very interested in what happened to food of all kinds when it decayed and went bad. In his laboratory he had an extremely strong microscope, an instrument for making things appear larger than they really are, so that people can see them more easily. He spent a long time looking at a drop of liquid food in his microscope.

He found that the microbes, which were small living creatures in the drop of liquid food, and which made it go bad, could be killed if they were heated. Then the food would keep good for a much longer time. Now we are given our milk in sealed bottles. It is usually "Pasteurized" before it is sold to us. This means that it is heated so as to destroy the microbes. Then it is sealed up in bottles to prevent other microbes getting in. Then it will not go sour for a long time.

Pasteur's next discovery was quite different. One of the most important ways of earning money in the south of France is by keeping silkworms. These spin silk thread out of which silk cloth can be made. A dreadful disease had appeared among the silkworms, and millions of them died, so that many of the silk merchants were being ruined. They wrote to Louis Pasteur and asked him to come and help them to find out the cause of the disease and to get rid of it.

He worked for three years to find out what caused the disease. He always got up at five o'clock in the morning so as to be there when the silkworms had their first meal, and he did not go to bed till after they had been fed for the last time at eleven o'clock at night. In the end he found out what was causing the disease and also how to prevent it. And so he saved the silk merchants of France from disaster.

Pasteur still did not rest. There was a dreadful disease called anthrax which caused deaths not only of human beings, but also of chickens and cows. No one could find out how it was handed on from person to person, nor how to cure it. It was an infectious disease and when one cow in a herd caught it, very often the whole herd caught it and the whole herd died. Pasteur discovered and proved that anthrax was caused by certain microbes which got into the blood of the animal and there increased and multiplied until the animal died.

Soon afterwards another disease called chicken-cholera broke out in France among the chickens. Pasteur set to work to find out how to stop this disease, which like anthrax and many other diseases was caused by microbes. One day by chance, when he was carrying on his experiments, he found that some of his microbes had got cold and were nearly dead. He injected some of the half-dead microbes into some chickens to see if they would catch chicken-cholera, but they did not. Then he took some healthy microbes and injected them into the same chickens; to his delight the chickens which had been injected with weak microbes before remained well. But others died. So Pasteur discovered how to inoculate, and to prevent disease by that means.

He was soon able to test his new method of curing disease. In those days in France there were many dogs that had rabies. If they bit human beings, the people who had been bitten caught a dreadful disease and died. One day a boy called Joseph Meister came to Pasteur's laboratory covered with bites from a dog which had rabies. He was terribly frightened and thought he would die. Pasteur told him not to be afraid. He took some rabies microbes and exposed them to the air till they became weak. Then he inoculated Joseph Meister with them and waited to see what would happen. Instead of dying, Joseph recovered.

M. I. POTTS

*Answer the following questions on the Reading Passage:*

1. Who was Louis Pasteur?
2. What was he very interested in?
3. How did he spend a long time in his laboratory?
4. How can microbes be killed?
5. What was one of the main industries in the south of France?
6. How long did it take Pasteur to find out what caused the disease?
7. How many hours a day did he work?
8. How was anthrax passed on from one person to another?
9. What disease broke out among chickens?

10. What did Pasteur do with the half-dead microbes?
11. Have you ever been inoculated?
12. Have you ever had an injection?

### NEW WORDS

<i>rabies</i>	[ˈreɪbiːz]	<i>silkworm</i>	[ˈsɪlkwɜːm]
<i>bite</i>	[baɪt]	<i>to spin</i>	[spɪn]
<i>to decay</i>	[diˈkeɪ]	<i>to get rid of</i>	[ˈget ˈrɪd əv]
<i>microscope</i>	[ˈmaɪkrəskəʊp]	<i>anthrax</i>	[ˈænθraks]
<i>microbe</i>	[ˈmaɪkrəʊb]	<i>to hand on</i>	[ˈhand ˈon]
<i>sealed</i>	[siːld]	<i>infectious</i>	[ɪnˈfekʃəs]
<i>to seal</i>	[siːl]	<i>herd</i>	[hɜːd]
<i>sour</i>	[ˈsauə(r)]	<i>chicken-cholera</i>	[ˈtʃɪkɪn ˈkɒləərə]
		<i>to fan</i>	[fæn]

### A Joke

“Yes, my dear”, said Mrs. Williams at a party. “There’s one thing I’m thankful for and that is that my daughter Dorothy married a gentleman.”

“And how do you know he was a gentleman?”

“Because I gave him a test. The first time Dorothy brought him home, I gave him a cup of hot tea, and he didn’t blow on it like an ordinary fellow; he fanned it with his hat.”

### EXERCISES

A) *Put in the missing prepositions:*

1. He shook hands ... my friend.
2. It is a course ... phonetics.
3. I have lived in this house ... two months.
4. They are good friends; they get ... very well.
5. He went ... discussing Hugh’s work.
6. The boss is pleased ... me.
7. I have my room ... the top floor.

8. He said that ... the moment it wasn't possible to do it.
9. He came just in time ... dinner.
10. ... this moment there was a knock ... the door.
11. Good heavens! she exclaimed ... horror.
12. Mr. Brown told us ... it.
13. They discussed the question ... hours.
14. I have lived in this house ... September.

B) *Ask and answer these general questions:*

1. When are football matches played in Venezuela?
2. May a football player pick up the ball and run with it?
3. In what game can a player pick up the ball?
4. How many players are there in a rugby side?
5. Do you like playing tennis?
6. Is basket-ball played in your country?
7. Can table-tennis be played out of doors?
8. Are there any wild animals in Colombia.
9. Are the mountains near Bogota covered with snow?
10. Do you like fishing?

C) *Make these sentences: a) interrogative; b) negative; c) interrogative-negative:*

- |  |                                      |
|--|--------------------------------------|
| 1. I have lived there for six years.   | 6. You are saying that to please me. |
| 2. She has studied English.            | 7. He has studied it for two years.  |
| 3. They studied Spanish two years ago. | 8. We asked that two days ago.       |
| 4. They study two hours a day.         | 9. He likes doing it.                |
| 5. I have some new books.              | 10. You will have some time.         |

D) *Supply some form of "wear", "put on", or "dress" in the following:*

- |   |   |
|---|---|
| 1. Jane never ... a green hat.                | 6. Henry ... a red tie yesterday.           |
| 2. I ... my hat and went out.                 | 7. Hugh ... brown shoes.                    |
| 3. The mother ... the child.                  | 8. Mary ... herself and went to the party.  |
| 4. She ... a beautiful dress at the dance.    | 9. I shall ... my new dress at the wedding. |
| 5. It takes him much time to ... his clothes. | 10. When he came in he was ... his hat.     |

E) *Complete the following exclamations with "what, what a" or "how":*

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. ... nice dress you are wearing! | 6. ... useful that is!              |
| 2. ... lovely it is here!          | 7. ... fine car!                    |
| 3. ... pretty girl she is!         | 8. ... wonderful!                   |
| 4. ... big feet he's got!          | 9. ... smell!                       |
| 5. ... lot of money that is!       | 10. ... good thing, you brought it! |

### PRONUNCIATION EXERCISE

*Entonación:*

La melodía núm. 2 ↗ se emplea en ruegos:

1. Bring me the paper, please. ↗
2. Open the window, will you? ↗
3. Come and see me soon. ↗
4. Don't forget to write to me. ↗
5. Let me have a receipt. ↗
6. Say good-bye to your brother for me. ↗
7. Come in. ↗
8. Don't let it be a trouble to you. ↗
9. Let me know when you get there. ↗
10. Don't do it now. ↗

## LESSON THIRTY-FOUR

### *Falling Bodies and Their Weight*

Galileo (1564-1642) lived at a time when the world was waking from the long sleep which followed the fall of the Roman Empire. He was one of the few men at that time who had the courage to disbelieve Aristotle. In this piece from *Hydrostatics and Mechanics* (1948), A. E. E. McKenzie, of Trinity College, Cambridge, describes how Galileo proved Aristotle wrong, and thus helped to open the way to our modern world.

The swift advance of modern science dates from the sixteenth and seventeenth centuries, and the man who, above all others, helped to start this advance was Galileo (1564-1642).

Galileo lived at a time when the human spirit was waking after a thousand years of sleep. Men were filled with a new life, and they made splendid progress in the arts and science.

One of the causes of this was a new interest in the ancient Greek writers. As the Turks closed in on Constantinople (Istanbul), which they captured in 1453, the learned Greek scholars fled to Italy, taking their books and writings with them.

Aristotle, the greatest of the ancient Greek writers, had written a work containing all the knowledge of his time. This remained as it had been written, and was not revised for nearly 2,000 years, for the simple reason that little new knowledge had been gained. Its great age gave it immense authority. Scholars respectfully read its pages, wrote notes about it, but never dreamed of questioning the truth of any of its statements.

The young Galileo, at this time lecturer in mathematics in the university of Pisa, was bold enough to challenge one of its statements, namely that bodies fall to the ground with a speed which is proportional to their weight. This means that if bodies of 100 lb. and 1 lb. are pushed over a cliff, the former falls 100 times as fast as the latter. Galileo decided to test the matter for himself by experiment. The results which he obtained have been of immense importance in the study of motion.

When two objects, such as a piece of iron and a piece of cork, are dropped from the hands, they fall so quickly that it is very difficult to decide whether one reaches the ground before the other. Try this for yourself. It is therefore desirable that the weights be dropped from a considerable height. There is in Pisa a high leaning tower which is suitable for experiment.

Galileo and an assistant dropped a cannon ball weighing over 100 lb. and a bullet weighing about  $1/2$  lb. from the top, and found that they reached the ground practically at the same moment. By many such experiments he showed that, apart from differences caused by air resistance, all bodies fall to the ground at the same speed, whatever their weight.

Aristotle was proved to be wrong; and if one of his facts was incorrect, others might be also. The Greeks, though one of the most intellectual peoples that the world has ever seen, believed that the secrets of nature could best be learnt by thought. They looked on experiment with disfavour, even with scorn. The uselessness of these ideas had to be proved before modern science was possible. It was Galileo's experiments at the leaning tower of Pisa which did this, and thus started the age of scientific experiment.

A. E. E. MCKENZIE, M. A.

*Answer the following questions on the Reading Passage:*

1. In what century did Galileo live?
2. When did people begin to be interested in arts and science?
3. What was one of the causes of this?
4. What happened when the Turks captured Constantinople?
5. Who was the greatest of ancient Greek writers?
6. What was Galileo at the time we are speaking of?
7. What famous building is there in Pisa?
8. What did Galileo decide to do about the statement that bodies fall at a speed proportional to their weights?
9. Why is it desirable that the weights should be dropped from a great height?
10. Who was proved to be wrong, Galileo or Aristotle?
11. What did the Greeks think about the secrets of nature?
12. What did Galileo's experiment start?



## NEW WORDS

<i>to disbelieve</i>	[ˈdisbiˈli:v]	<i>cork</i>	[ko:k]
<i>swift</i>	[swift]	<i>leaning tower</i>	[ˈli:niŋ ˈtauə(r)]
<i>scholar</i>	[ˈskolə(r)]	<i>disfavour</i>	[ˈdisˈfeivə(r)]
<i>to revise</i>	[riˈvaɪz]	<i>scorn</i>	[sko:n]
<i>to question</i>	[ˈkwestʃən]	<i>uselessness</i>	[ˈju:slisnis]
<i>lecturer</i>	[ˈlektʃərə(r)]	<i>miser</i>	[ˈmaɪzə(r)]
<i>bold</i>	[bəʊld]	<i>to fumble</i>	[ˈfʌmbəl]
<i>to challenge</i>	[ˈtʃalindʒ]		

## A Joke

The miser began to fumble in his pocket.

"That's all right, sir", said the dentist. "You don't need to pay me in advance."

"I'm not going to", replied the miser. "I'm only counting my money before you give me the gas."

## EXERCISES

A) *Ask and answer these general questions:*

1. Do women wear cardigans if they go to a dance?
2. When do women wear night-dresses?
3. What kind of men wear woollen stockings?
4. What is soap used for?
5. What do you dry your hands on?
6. When do women wear evening-dresses?
7. What do we wear if it rains?
8. How many pairs of shoes do you need?
9. What do we wear in cold weather?
10. What does a woman take when she goes to market?
11. Where do you wear slippers?
12. Would people laugh at you if you went out into the street in your slippers?

B) *Put in the suitable prepositions:*

1. I am not very good ... tennis.
2. The baby is sleeping ... the back ... the car.
3. He will catch cold standing ... the rain ... a hat.
4. Nancy takes ... her father very much.
5. The train was late ... Chicago.
6. The car was standing ... the street, just ... the cinema.
7. The book is ... the floor ... the desk.
8. The table is ... the right and the chair is ... the left.
9. We shall be late ... the shops; they close ... seven.
10. He went ... the room.

C) *Put the following sentences into the Simple Past:*

1. I don't get much time to work in my garden.
2. While the children are young, we just grow a few flowers in the front garden.
3. My friend spends a lot of time playing football.
4. Hugh buys a newspaper every evening to read the advertisements, as he wants to buy a house.
5. He sleeps very well because he spends a lot of time every day walking.
6. The mothers of the children at this school play bridge.
7. My father lends me his car when I go to the football ground.
8. I see you've got some roses in your garden.
9. Our roses are all spoilt this year because of the rain.
10. The absent-minded professor teaches me English in the morning, but sometimes forgets to come.

D) *Complete the following sentences:*

- |   |  |
|---|--|
| 1. This house is not good ... for me.                       | 6. She is the ... intelligent girl ... the family.   |
| 2. I met him ... the way to the market.                     | 7. I always go ... work ... foot.  |
| 3. How ... does the journey to Caracas from Maracaibo take? | 8. This suit is not ... expensive ... the brown one.   |
| 4. How ... seats are there in the airplane?                 | 9. The theatre is not ... comfortable ... the cinema but it is ... comfortable than the stadium. |
| 5. How ... do you go to church?                             | 10. There are ... seconds in two minutes.  |

E) *Put in the auxiliary verbs, "shall, will, should, would, can, could, may, must" or "ought to":*

- |  |  |
|--|--|
| 1. ... I leave the room?                                 | 6. Do you think they ... come late?                  |
| 2. I ... have done it yesterday, but I didn't have time. | 7. I did not know that he ... speak German.          |
| 3. We ... see her tomorrow, but I doubt it.              | 8. If I had a lot of money, I ... travel.            |
| 4. We certainly ... see her tomorrow.                    | 9. Until she is twenty-one she ... do as I tell her. |
| 5. How many languages ... you speak?                     | 10. Tell the students they ... be here on time.      |

### PRONUNCIATION EXERCISE

*Entonación.*

La melodía núm. 2 ↗ se emplea cuando la idea no está acabada:

1. When I saw my friend ↗ I greeted him. ↘
2. As it was late ↗ I took a taxi. ↘
3. When I arrived at the station ↗ the train had gone. ↘
4. If you study hard ↗ you will pass your exam. ↘
5. When he comes ↗ give this to him. ↘

## IRREGULAR VERBS

*Verbos irregulares, en orden alfabético, que aparecen en los libros 1.º, 2.º, 3.º 4.º de esta obra; y en los libros "Red Primer" y "Readers" 1, 2, 3, 4, por Michael West.*

<i>Present</i>		<i>Past</i>		<i>Past Participle</i>		<i>Meaning</i>
<b>arise</b>	[ə'raiz]	arose	[ə'rəuz]	<i>arisen</i>	[ə'rizn]	levantarse, surgir
<b>awake</b>	[ə'weik]	awoke	[ə'wəuk]	—	—	despertar, despertarse
<b>be (am, are, is)</b>	[bi:, am, a:(r), iz]	was, were	[wɒz/wəz, wə:(r)/wə(r)]	<i>been</i>	[bi:n]	ser o estar
<b>become</b>	[bi'kʌm]	became	[bi'keim]	<i>become</i>	[bi'kʌm]	hacerse, convertirse llegar a ser
<b>begin</b>	[bi'gin]	began	[bi'gan]	<i>begun</i>	[bi'gʌn]	comenzar, empezar
<b>bear</b>	[beə(r)]	bore	[bo:(r)]	<i>borne</i>	[bo:n]	soportar, aguantar
<b>beat</b>	[bi:t]	beat	[bi:t]	<i>beaten</i>	[bi:tən]	batir, pegar, derrotar
<b>bend</b>	[bend]	bent	[bent]	<i>bent</i>	[bent]	doblar, encorvar
<b>bite</b>	[bait]	bit	[bit]	<i>bitten</i>	[bi'tən]	morder
<b>bleed</b>	[bli:d]	bled	[bled]	<i>bled</i>	[bled]	sangrar
<b>blow</b>	[bləu]	blew	[blu:]	<i>blown</i>	[bləun]	soplar, inflar
<b>break</b>	[breik]	broke	[brəuk]	<i>broken</i>	[brəukən]	romper
<b>bring</b>	[brɪŋ]	brought	[bro:t]	<i>brought</i>	[bro:t]	traer o llevar
<b>build</b>	[bild]	built	[bilt]	<i>built</i>	[bilt]	construir, edificar
<b>burn</b>	[bə:n]	burnt	[bə:nt]	<i>burnt</i>	[bə:nt]	quemar, arder
<b>buy</b>	[bai]	bought	[bo:t]	<i>bought</i>	[bo:t]	comprar
<b>cast</b>	[ka:st]	cast	[ka:st]	<i>cast</i>	[ka:st]	verter, dar, echar
<b>can</b>	[kan]	could	[kud]	—	—	poder, saber (v. defectivo).
<b>catch</b>	[katʃ]	caught	[ko:t]	<i>caught</i>	[ko:t]	agarrar, coger, asir

<i>Present</i>		<i>Past</i>		<i>Past Participle</i>		<i>Meaning</i>
<b>choose</b>	[tʃu:z]	chose	[tʃəuz]	<i>chosen</i>	[ˈtʃəuzn]	elegir, escoger
<b>cling</b>	[kliŋ]	clung	[kɫŋ]	<i>clung</i>	[kɫŋ]	pegarse, adherirse
<b>come</b>	[kʌm]	came	[keim]	<i>come</i>	[kʌm]	venir, llegar
<b>cost</b>	[kɒst]	cost	[kɒst]	<i>cost</i>	[kɒst]	costar, valer
<b>creep</b>	[kri:p]	crept	[krept]	<i>crept</i>	[krept]	arrastrarse
<b>cut</b>	[kʌt]	cut	[kʌt]	<i>cut</i>	[kʌt]	cortar, partir
<b>dig</b>	[diɡ]	dug	[dʌɡ]	<i>dug</i>	[dʌɡ]	cavar, escavar
<b>do</b>	[du:]	did	[did]	<i>done</i>	[dʌn]	hacer
<b>draw</b>	[dro:]	drew	[dru:]	<i>drawn</i>	[dro:n]	dibujar, tirar, arrastrar
<b>dream</b>	[dri:m]	•dreamt	[dremt]	<i>dreamt</i>	[dremt]	soñar
<b>drink</b>	[driŋk]	drank	[draŋk]	<i>drunk</i>	[draŋk]	beber
<b>drive</b>	[draiv]	drove	[drəuv]	<i>driven</i>	[ˈdrivən]	empujar, manejar, conducir
<b>eat</b>	[i:t]	ate	[et]	<i>eaten</i>	[ˈi:tən]	comer
<b>fall</b>	[fo:l]	fell	[fel]	<i>fallen</i>	[ˈfo:lən]	caer, caerse
<b>feed</b>	[fi:d]	fed	[fed]	<i>fed</i>	[fed]	alimentar, dar de comer
<b>feel</b>	[fi:l]	felt	[felt]	<i>felt</i>	[felt]	sentir, sentirse, palpar
<b>fight</b>	[fait]	fought	[fo:t]	<i>fought</i>	[fo:t]	luchar, pelear
<b>find</b>	[faɪnd]	found	[faund]	<i>found</i>	[faund]	encontrar, hallar
<b>flee</b>	[fli:]	fled	[fled]	<i>fled</i>	[fled]	huir, escapar
<b>fly</b>	[flai]	flew	[flu:]	<i>flown</i>	[fləʊn]	volar
<b>forbid</b>	[fəˈbid]	forbade	[fəˈbeɪd]	<i>forbidden</i>	[fəˈbɪdn]	prohibir
<b>forget</b>	[fəˈɡet]	forgot	[fəˈɡɒt]	<i>forgotten</i>	[fəˈɡɒtən]	olvidar
<b>forgive</b>	[fəˈɡɪv]	forgave	[fəˈgeɪv]	<i>forgiven</i>	[fəˈɡɪvən]	perdonar
<b>freeze</b>	[fri:z]	froze	[frəuz]	<i>frozen</i>	[ˈfrəuzən]	helar, congelar
<b>get</b>	[ɡet]	got	[ɡɒt]	<i>got; gotten</i> (U. S. A.)	[ɡɒt]	conseguir, lograr, adquirir
<b>give</b>	[ɡɪv]	gave	[geɪv]	<i>given</i>	[ˈɡɪvən]	dar
<b>go</b>	[ɡəʊ]	went	[went]	<i>gone</i>	[ɡɒn]	ir, irse
<b>grow</b>	[ɡrəʊ]	grew	[ɡru:]	<i>grown</i>	[ɡrəʊn]	crecer, cultivar
<b>hang</b>	[hʌŋ]	hung	[hʌŋ]	<i>hung</i>	[hʌŋ]	colgar, pender
<b>have (has)</b>	[hav, haz]	had	[həd]	<i>had</i>	[həd]	haber, tener
<b>hear</b>	[hiə(r)]	heard	[hə:d]	<i>heard</i>	[hə:d]	oir
<b>hide</b>	[haɪd]	hid	[hɪd]	<i>hidden</i>	[ˈhɪdən]	esconder, esconderse
<b>hit</b>	[hɪt]	hit	[hɪt]	<i>hit</i>	[hɪt]	pegar, golpear, dar

<i>Present</i>		<i>Past</i>		<i>Past Participle</i>		<i>Meaning</i>
<b>hold</b>	[həʊld]	held	[held]	<i>held</i>	[held]	asir, sostener, celebrar
<b>hurt</b>	[hə:t]	hurt	[hə:t]	<i>hurt</i>	[hə:t]	hacerse daño, doler
<b>keep</b>	[ki:p]	kept	[kept]	<i>kept</i>	[kept]	guardar, conservar
<b>kneel</b>	[ni:l]	knelt	[nelt]	<i>knelt</i>	[nelt]	arrodillarse
<b>know</b>	[nəʊ]	knew	[nju:]	<i>known</i>	[nəʊn]	saber, conocer
<b>lay</b>	[lei]	laid	[leid]	<i>laid</i>	[leid]	poner, colocar
<b>lead</b>	[li:d]	led	[led]	<i>led</i>	[led]	guiar, dirigir
<b>learn</b>	[lə:n]	learnt	[lə:nt]	<i>learnt</i>	[lə:nt]	aprender
<b>leave</b>	[li:v]	left	[left]	<i>left</i>	[left]	dejar, marchar, partir, irse
<b>lend</b>	[lend]	lent	[lent]	<i>lent</i>	[lent]	prestar
<b>let</b>	[let]	let	[let]	<i>let</i>	[let]	permitir, alquilar
<b>lie</b>	[lai]	lay	[lei]	<i>lain</i>	[lein]	tumbarse, yacer
<b>light</b>	[lait]	lit	[lit]	<i>lit</i>	[lit]	encender, alumbrar
<b>lose</b>	[lu:z]	lost	[lost]	<i>lost</i>	[lost]	perder
<b>make</b>	[meik]	made	[meid]	<i>made</i>	[meid]	hacer, fabricar
<b>may</b>	[mei]	might	[mait]	—	—	posibilidad, permiso (v. defectivo)
<b>mean</b>	[mi:n]	meant	[ment]	<i>meant</i>	[ment]	significar, intentar, destinar
<b>meet</b>	[mi:t]	met	[met]	<i>met</i>	[met]	encontrar, tropezar con
<b>mistake</b>	[mis'teik]	mistook	[mis'tuk]	<i>mistaken</i>	[mis'teikən]	equivocar, tomar una cosa por otra
<b>must</b>	[mʌst]	—	—	—	—	obligación, necesidad, deducción (v. defectivo)
<b>ought</b>	[o:t]	—	—	—	—	deber moral (v. defectivo)

<i>Present</i>		<i>Past</i>		<i>Past Participle</i>		<i>Meaning</i>
<b>outdo</b>	[aut'du:]	outdid	[aut'did]	<i>outdone</i>	[aut'dʌn]	exceder, sobrepasar
<b>overcome</b>	[əʊvə'kʌm]	overcame	[əʊvə'keim]	<i>overcome</i>	[əʊvə'kʌm]	vencer, supe- rar
<b>pay</b>	[pei]	paid	[peid]	<i>paid</i>	[peid]	pagar
<b>put</b>	[put]	put	[put]	<i>put</i>	[put]	poner
<b>read</b>	[ri:d]	read	[red]	<i>read</i>	[red]	leer
<b>ride</b>	[raid]	rode	[rəʊd]	<i>ridden</i>	['ridən]	cabalgar, montar
<b>ring</b>	[riŋ]	rang	[raŋ]	<i>rung</i>	[rʌŋ]	tocar, sonar, repicar
<b>rise</b>	[raiz]	rose	[rəʊz]	<i>risen</i>	['rizən]	campanas levantarse, surgir
<b>run</b>	[rʌn]	ran	[ran]	<i>run</i>	[rʌn]	correr
<b>say</b>	[sei]	said	[sed]	<i>said</i>	[sed]	decir
<b>see</b>	[si:]	saw	[so:]	<i>seen</i>	[si:n]	ver
<b>seek</b>	[si:k]	sought	[so:t]	<i>sought</i>	[so:t]	buscar
<b>sell</b>	[sel]	sold	[səʊld]	<i>sold</i>	[səʊld]	vender
<b>send</b>	[send]	sent	[sent]	<i>sent</i>	[sent]	enviar, man- dar
<b>set</b>	[set]	set	[set]	<i>set</i>	[set]	poner, colo- car
<b>shake</b>	[ʃeik]	shook	[ʃuk]	<i>shaken</i>	['ʃeikən]	sacudir, agi- tar, tem- blar
<b>shed</b>	[ʃəd]	shed	[ʃəd]	<i>shed</i>	[ʃəd]	arrojar, verter
<b>shine</b>	[ʃaɪn]	shone	[ʃon]	<i>shone</i>	[ʃon]	brillar, lucir
<b>shoot</b>	[ʃu:t]	shot	[ʃot]	<i>shot</i>	[ʃot]	disparar, matar
<b>show</b>	[ʃəʊ]	showed	[ʃəʊd]	<i>shown</i>	[ʃəʊn]	mostrar, en- señar
<b>shut</b>	[ʃʌt]	shut	[ʃʌt]	<i>shut</i>	[ʃʌt]	cerrar
<b>sink</b>	[sɪŋk]	sank	[sʌŋk]	<i>sunk</i>	[sʌŋk]	hundir, hun- dirse
<b>sing</b>	[sɪŋ]	sang	[sʌŋ]	<i>sung</i>	[sʌŋ]	cantar
<b>sit</b>	[sit]	sat	[sat]	<i>sat</i>	[sat]	sentarse
<b>sleep</b>	[sli:p]	slept	[slept]	<i>slept</i>	[slept]	dormir
<b>smell</b>	[smel]	smelt	[smelt]	<i>smelt</i>	[smelt]	oler
<b>smelt</b>	[smelt]	smelt	[smelt]	<i>smelt</i>	[smelt]	fundir mine- rales
<b>sow</b>	[səʊ]	sowed	[səʊd]	<i>sown</i>	[səʊn]	sembrar
<b>speak</b>	[spi:k]	spoke	[spəʊk]	<i>spoken</i>	['spəʊkən]	hablar
<b>spell</b>	[spel]	spelt	[spelt]	<i>spelt</i>	[spelt]	deletrear
<b>spend</b>	[spend]	spent	[spent]	<i>spent</i>	[spent]	gastar, pasar
<b>spin</b>	[spin]	spun	[spʌn]	<i>spun</i>	[spʌn]	hilar, dar vueltas

<i>Present</i>		<i>Past</i>		<i>Past Participle</i>		<i>Meaning</i>
<b>spit</b>	[spit]	spat	[spat]	<i>spat</i>	[spat]	escupir
<b>spoil</b>	[spoil]	spoilt	[spoilt]	<i>spoilt</i>	[spoilt]	estropear, mimar
<b>spread</b>	[spred]	spread	[spred]	<i>spread</i>	[spred]	extender, es- parcir
<b>spring</b>	[sprɪŋ]	sprang	[spran]	<i>sprung</i>	[spran]	saltar, brotar
<b>stand</b>	[stand]	stood	[stud]	<i>stood</i>	[stud]	estar o poner- se en pie
<b>steal</b>	[sti:l]	stole	[stəul]	<i>stolen</i>	[ˈstəulən]	robar
<b>stick</b>	[stik]	stuck	[stak]	<i>stuck</i>	[stak]	pegar, clavar
<b>strike</b>	[straik]	struck	[strak]	<i>struck</i>	[strak]	pegar, gol- pear
<b>swear</b>	[swɛə(r)]	swore	[swɔ:(r)]	<i>sworn</i>	[swɔ:n]	jurar
<b>sweep</b>	[swi:p]	swept	[swept]	<i>swept</i>	[swept]	barrer
<b>swell</b>	[swel]	swelled	[sweld]	<i>swollen</i>	[ˈswəulən]	hinchar, in- charse
<b>swim</b>	[swim]	swam	[swam]	<i>swum</i>	[swam]	nadar
<b>swing</b>	[swɪŋ]	swung	[swan]	<i>swung</i>	[swan]	oscilar, ba- lancearse
<b>take</b>	[teik]	took	[tuk]	<i>taken</i>	[ˈteikən]	tomar, llevar
<b>teach</b>	[ti:tʃ]	taught	[to:t]	<i>taught</i>	[to:t]	enseñar
<b>tell</b>	[tel]	told	[təuld]	<i>told</i>	[təuld]	contar, na- rrar, referir
<b>think</b>	[θɪŋk]	thought	[θɔ:t]	<i>thought</i>	[θɔ:t]	pensar, creer
<b>throw</b>	[θrəu]	threw	[θru:]	<i>thrown</i>	[θrəun]	lanzar, arro- jar
<b>understand</b>	[ʌndəˈstand]	understood	[ʌndəˈstud]	<i>understood</i>	[ʌndəˈstud]	comprender, entender
<b>undertake</b>	[ʌndəˈteik]	undertook	[ʌndəˈtuk]	<i>undertook</i>	[ʌndəˈtuk]	emprender, acometer
<b>wake</b>	[weik]	woke	[wəuk]	<i>woken</i>	[ˈwəukən]	despertar, despertarse
<b>wear</b>	[weə(r)]	wore	[wɔ:(r)]	<i>worn</i>	[wɔ:n]	usar, llevar puesto
<b>weep</b>	[wi:p]	wept	[wept]	<i>wept</i>	[wept]	llorar
<b>win</b>	[win]	won	[wʌn]	<i>won</i>	[wʌn]	ganar, ven- cer
<b>wind</b>	[waɪnd]	wound	[waʊnd]	<i>wound</i>	[waʊnd]	enrollar, dar cuerda a
<b>write</b>	[raɪt]	wrote	[rəʊt]	<i>written</i>	[ˈritən]	escribir



## REGULAR VERBS

*Verbos regulares, en orden alfabético, que aparecen en los libros 1.º, 2.º, 3.º y 4.º de esta obra; y en los libros "Red Primer" y "Readers" 1, 2, 3, 4, por Michael West.*

<i>abandon</i>	[ə'bandən]	abandonar, renunciar	<i>amuse</i>	[ə'mju:z]	entretener, divertir
<i>abate</i>	[ə'beit]	disminuir, abatir	<i>analyze</i>	[ʼanəlaiz]	analizar
<i>abound</i>	[ə'baund]	abundar	<i>announce</i>	[ə'nauns]	anunciar, notificar
<i>accept</i>	[ək'sept]	aceptar, admitir	<i>answer</i>	[ʼa:nsə(r)]	contestar, responder
<i>accompany</i>	[ə'kʌmpəni]	acompañar	<i>appeal</i>	[ə'pi:l]	clamar, recurrir
<i>accuse</i>	[ə'kju:z]	acusar, culpar	<i>appear</i>	[ə'piə(r)]	aparecer, parecer
<i>acquire</i>	[ə'kwaɪə(r)]	adquirir	<i>appoint</i>	[ə'point]	nombrar, designar
<i>act</i>	[akt]	actuar, obrar	<i>approach</i>	[ə'prəʊtʃ]	acercarse, aproximarse
<i>add</i>	[ad]	sumar, añadir	<i>approve</i>	[ə'pru:v]	aprobar, sancionar
<i>address</i>	[ə'dres]	dirigir, dirigir la palabra	<i>arrange</i>	[ə'reindʒ]	disponer, arreglar
<i>adjust</i>	[ə'dʒʌst]	ajustar, acoplar	<i>arrive</i>	[ə'raɪv]	llegar
<i>admire</i>	[əd'maɪə(r)]	admirar, contemplar	<i>ascend</i>	[ə'send]	ascender, subir
<i>admit</i>	[əd'mit]	admitir	<i>ask</i>	[a:sk]	preguntar
<i>adopt</i>	[əd'dɒpt]	adoptar	<i>ask for</i>	[ʼa:sk 'fo:(r)]	preguntar, pedir
<i>advance</i>	[əd'va:ns]	avanzar	<i>ask to</i>	[ʼa:sk tu]	invitar
<i>advise</i>	[əd'vaɪs]	aconsejar	<i>assign</i>	[ə'sain]	fijar, asignar
<i>afford</i>	[ə'fɔ:d]	producir, soportar un gasto	<i>assume</i>	[ə'sju:m]	dar por descontado
<i>agree</i>	[ə'gri:]	convenir, ponerse de acuerdo	<i>attack</i>	[ə'tak]	atacar
<i>aim</i>	[eɪm]	apuntar, aspirar a	<i>attain</i>	[ə'tein]	conseguir, alcanzar
<i>alarm</i>	[ə'la:m]	alarmar, asustar	<i>attempt</i>	[ə'tempt]	intentar, probar
<i>allow</i>	[ə'lau]	permitir, dejar	<i>attend</i>	[ə'tend]	atender, asistir
<i>amount</i>	[ə'maunt]	ascender, sumar	<i>authorize</i>	[ʼo:θəraɪz]	autorizar

<i>avoid</i>	[ə'void]	evitar, eludir	<i>carry out</i>	['kari 'aut]	ejecutar, hacer
<i>await</i>	[ə'weit]	esperar	<i>cash</i>	[kəʃ]	cobrar, con- vertir en di- nero efectivo
<i>bake</i>	[beik]	cocer en horno	<i>cause</i>	[ko:z]	causar, producir
<i>bar</i>	[ba:(r)]	obstruir, barrear	<i>cease</i>	[si:s]	cesar, desistir
<i>bark</i>	[ba:k]	ladrar	<i>celebrate</i>	['selibreit]	celebrar, festejar
<i>bathe</i>	[beið]	bañarse, bañar	<i>challenge</i>	['tʃalindʒ]	contradecir, desafiar
<i>beg</i>	[beg]	rogar, pedir	<i>chance</i>	[tʃa:ns]	suceder, dar la casuali- dad
<i>behave</i>	[bi'heiv]	comportarse, conducirse	<i>change</i>	[tʃeindʒ]	cambiar, modificar
<i>believe</i>	[bi'li:v]	creer	<i>change into,</i>		
<i>belong</i>	[bi'lɒŋ]	pertenecer	<i>to</i>	['tʃeindʒ 'tu]	transformar
<i>bequeath</i>	[bi'kwɪ:ð]	legar, dejar	<i>charge</i>	[tʃa:dʒ]	pedir por, atacar
<i>beware</i>	[bi'weə(r)]	cuidar de, guardarse	<i>check</i>	[tʃek]	revisar, comprobar
<i>blame</i>	[bleim]	culpar, censurar	<i>cheer</i>	[tʃiə(r)]	vitorear, aplaudir
<i>bless</i>	[bles]	bendecir	<i>christen</i>	['krisn]	bautizar
<i>boast</i>	[bəʊst]	alardear, va- nagloriarse	<i>chuck</i>	[tʃʌk]	echar, arrojar
<i>boil</i>	[boil]	hervir, cocer	<i>clap</i>	[klap]	aplaudir, dar palmadas
<i>book</i>	[buk]	sacar una entrada o billete, encargar	<i>clean</i>	[kli:n]	limpiar
<i>borrow</i>	['bɒrəʊ]	pedir	<i>clear</i>	[kliə(r)]	quitar estorbos, aclarar
<i>bow</i>	[bau]	prestado encorvarse, saludar inclinándose	<i>climb</i>	[klaɪm]	trepas, escalar
<i>breathe</i>	[bri:ð]	respirar	<i>close</i>	[kləʊs]	cerrar
<i>broaden</i>	['bro:dn]	ensanchar, ensancharse	<i>coast</i>	[kəʊst]	costear (mar)
<i>brush</i>	[brʌʃ]	cepillar	<i>collect</i>	[kə'lekt]	recoger, recaudar
<i>bury</i>	['beri]	enterrar	<i>colour</i>	['kʌlə(r)]	colorear, pintar
<i>button</i>	['bʌtn]	abotonar	<i>comb</i>	[kəʊm]	peinar, peinarse
<i>call</i>	[ko:l]	llamar	<i>comfort</i>	['kʌmfət]	confortar, consolar
<i>call in</i>	['ko:l 'in]	hacer entrar	<i>command</i>	[kə'ma:nd]	ordenar, mandar
<i>call on</i>	['ko:l 'on]	visitar			
<i>call out</i>	['ko:l 'aut]	gritar, vocear			
<i>call up</i>	['ko:l 'ʌp]	telefonar, recordar			
<i>camp</i>	[kʌmp]	acampar			
<i>care for</i>	['keə 'fo:(r)]	deseas, gustar			
<i>carry</i>	['kari]	llevar, acarrear			

<i>commit</i>	[kə'mit]	cometer, perpetrar	<i>cure</i>	[kjuə(r)]	curar
<i>compare</i>	[kəm'peə(r)]	comparar	<i>dance</i>	[da:ns]	bailar
<i>complain</i>	[kəm'plein]	quejarse, lamentarse	<i>dart</i>	[da:t]	precipitarse, lanzarse
<i>complete</i>	[kəm'pli:t]	acabar, completar	<i>dash</i>	[daʃ]	pene:rar, estrellarse
<i>compose</i>	[kəm'pəuz]	componer, crear	<i>decarbonize</i>	[di:'ka:bənaiz]	descarburar, quitar el carbono
<i>concentrate</i>	['konsentreit]	concentrar, reunirse	<i>decay</i>	[di'kei]	destruir, deteriorarse
<i>confine</i>	[kən'fain]	limitar, reducir	<i>deceive</i>	[di'si:v]	engañar
<i>confirm</i>	[kən'fə:m]	confirmar	<i>decide</i>	[di'said]	decidir, resolver
<i>congratulate</i>	[kən'gratjuleit]	felicitar	<i>decorate</i>	['dekəreit]	decorar
<i>conquer</i>	['kɒŋkə(r)]	conquistar	<i>dedicate</i>	['dedikeit]	dedicar, consagrar
<i>consider</i>	[kən'sidə(r)]	considerar, pensar	<i>defend</i>	[di'fend]	defender
<i>consist</i>	[kən'sist]	consistir en	<i>delay</i>	[di'lei]	demorar, entretener
<i>contain</i>	[kən'tein]	contener	<i>deliver</i>	[di'liyə(r)]	entregar
<i>continue</i>	[kən'tinju]	continuar, seguir	<i>deliver from</i>	[di'livə frəm]	libertar, librar
<i>convince</i>	[kən'vins]	convencer	<i>demand</i>	[di'ma:nd]	pedir, exigir
<i>cook</i>	[kuk]	cocinar, guisar	<i>denounce</i>	[di'nauns]	denunciar, acusar
<i>copy</i>	['kopi]	copiar	<i>deny</i>	[di'nai]	negar
<i>correspond</i>	[kɒris'pɒnd]	corresponder	<i>depart</i>	[di'pa:t]	marcharse, irse
<i>cough</i>	[kɒf]	toser	<i>depend on</i>	[di'pend 'ɒn]	depender de
<i>count</i>	[kaunt]	contar	<i>descend</i>	[di'send]	descender
<i>court</i>	[ko:t]	cortejar, festejar	<i>describe</i>	[dis'kraib]	describir
<i>cover</i>	['kʌvə(r)]	cubrir, tapar	<i>desert</i>	[di'zə:t]	desertar, abandonar
<i>crack</i>	[krak]	agrietar, rajarse	<i>deserve</i>	[di'zə:v]	merecer
<i>crash</i>	[kraʃ]	chocar, estrellarse	<i>design</i>	[di'zain]	idear, proyectar
<i>crawl</i>	[kro:l]	arrastrarse	<i>desire</i>	[di'zaɪə(r)]	desear
<i>create</i>	[kri'eit]	producir, causar	<i>destroy</i>	[dis'troi]	destrózar, destruir
<i>credit</i>	['kredit]	abonar, acreditar	<i>determine</i>	[di'tə:min]	determinar, decidir
<i>cross</i>	[kros]	cruzar, atravesar	<i>detest</i>	[di'test]	detestar, odiar
<i>crowd</i>	[kraud]	congregarse, apiñarse	<i>develop</i>	[di'veləp]	desarrollar, revelar
<i>crow</i>	[kraun]	coronar	<i>devote</i>	[di'vəut]	dedicar, consagrar
<i>cry</i>	[krai]	llorar, exclamar	<i>dial</i>	['daɪəl]	llamar por teléfono
<i>cry out</i>	['krai 'aut]	gritar			

<i>die</i>	[dai]	morir	<i>encourage</i>	[in'kʌrɪdʒ]	animar,
<i>dine</i>	[dain]	comer (la comida principal)	<i>end</i>	[end]	estimular
<i>disappear</i>	[disə'piə(r)]	desaparecer	<i>endure</i>	[in'djuə(r)]	acabar,
<i>disbelieve</i>	[ˈdisbi'li:v]	descreer	<i>engage</i>	[in'geɪdʒ]	terminar
<i>discover</i>	[dis'kʌvə(r)]	descubrir			soportar,
<i>discuss</i>	[dis'kʌs]	discutir			aguantar
<i>dishonour</i>	[dis'ɒnə(r)]	faltar al respeto, no respetar	<i>enjoy</i>	[in'dʒɔɪ]	emplear,
<i>dislike</i>	[dis'laɪk]	no gustar de	<i>enter</i>	[ˈentə(r)]	comprometerse
<i>dismount</i>	[ˈdis'maʊnt]	aparearse, bajarse	<i>entertain</i>	[entə'teɪn]	disfrutar,
<i>disobey</i>	[ˈdisə'bei]	desobedecer	<i>envy</i>	[ˈenvi]	saborear
<i>disturb</i>	[dis'tɜ:b]	molestar, perturbar	<i>erase</i>	[i'reɪz]	entrar
<i>dive</i>	[daɪv]	zambullirse, bucear	<i>escape</i>	[is'keɪp]	obsequiar,
<i>divest</i>	[dai'vest]	despojar, desposeer	<i>examine</i>	[ɪg'zəmin]	agasajar
<i>divide</i>	[di'vaɪd]	dividir	<i>exercise</i>	[ˈeksəsaɪz]	envidiar
<i>doom</i>	[du:m]	condenar, predestinar	<i>exert</i>	[ɪg'zə:t]	borrar
<i>draft</i>	[dra:ft]	redactar, diseñar	<i>exchange</i>	[ɪks'tʃeɪndʒ]	escapar, huir
<i>drain</i>	[dreɪn]	desaguar, desecar	<i>excite</i>	[ɪk'saɪt]	examinar,
<i>dress</i>	[dres]	vestir, vestirse	<i>excuse</i>	[ɪks'kju:z]	inspeccionar
<i>drop</i>	[drɒp]	dejar caer, gotear	<i>exhibit</i>	[ɪg'zɪbɪt]	ejercitar,
<i>drown</i>	[draʊn]	ahogarse, ahogar	<i>expect</i>	[ɪks'pekt]	adistrar
<i>drum</i>	[drʌm]	redoblar, tocar el tambor	<i>explain</i>	[ɪks'pleɪn]	ejerccer
<i>dry</i>	[draɪ]	secar, desecar	<i>explode</i>	[ɪks'pləʊd]	cambiar,
<i>dust</i>	[dʌst]	quitar el polvo, sacudir	<i>export</i>	[eks'pɔ:t]	canjear
<i>earn</i>	[ɜ:n]	ganar, merecer	<i>express</i>	[ɪks'pres]	excitar,
<i>emit</i>	[i'mɪt]	emitir, despedir	<i>extend</i>	[ɪks'tend]	estimular
<i>enable</i>	[i'neɪbl]	habilitar, permitir	<i>extinguish</i>	[ɪks'tɪŋgwɪʃ]	disculpar,
<i>enclose</i>	[in'kləʊz]	cercar, incluir	<i>fade</i>	[feɪd]	excusar
			<i>fail</i>	[feɪl]	exhibir,
			<i>faint</i>	[feɪnt]	mostrar
					esperar,
					contar con
					explicar
					estallar,
					hacer explosión
					exportar
					expresar,
					manifestar
					extender,
					alargar
					extinguir,
					apagar
					marchitarse,
					palidecer
					no aprobar,
					fracasar
					desmayarse,
					desfallecer

<i>fan</i>	[fan]	abanicar	<i>furnish</i>	['fə:niʃ]	amueblar,
<i>farm</i>	[fa:m]	cultivar,			proveer
		labrar la	<i>gain</i>	[gein]	ganar
		tierra	<i>gather</i>	['gaðə(r)]	recoger,
<i>fasten</i>	['fa:sn]	abrochar,			juntar
		amarrar	<i>gaze</i>	[geiz]	contemplar
<i>favour</i>	['feivə(r)]	favorecer			fijamente
<i>fear</i>	[fiə(r)]	temer	<i>glide</i>	[glaid]	planear,
<i>fetch</i>	[fetʃ]	ir a buscar,			deslizarse
		coger	<i>glimmer</i>	['glimə(r)]	brillar,
<i>fill</i>	[fil]	llenar			relucir
<i>fill in</i>	['fil 'in]	rellenar	<i>govern</i>	['gʌvən]	gobernar,
<i>fill out</i>	['fil 'aut]	rellenar			regir
<i>finish</i>	['finiʃ]	acabar,	<i>grant</i>	[gra:nt]	otorgar,
		terminar			conceder
<i>fire</i>	['faɪə(r)]	disparar,	<i>grasp</i>	[gra:sp]	agarrar, asir
		hacer fuego	<i>greet</i>	[gri:t]	saludar
<i>fit</i>	[fit]	adaptarse,	<i>grieve</i>	[gri:v]	apenarse,
		ir bien			afligirse
<i>fit up</i>	['fit 'ʌp]	acondicionar,	<i>ground</i>	[graund]	cimentar,
		equipar			fundamentar
<i>fix</i>	[fiks]	fijar, sujetar	<i>grunt</i>	[grʌnt]	gruñir
<i>flap</i>	[flap]	aletear, batir	<i>guard</i>	[ga:d]	guardar
<i>flash</i>	[flaʃ]	brillar,	<i>guess</i>	[ges]	adivinar,
		destellar			acertar
<i>flatter</i>	['flatə(r)]	adular,	<i>guide</i>	[gaid]	guiar,
		halagar			dirigir
<i>flee</i>	[fli:]	huir,	<i>hail</i>	[heil]	saludar,
		escaparse			aclamar
<i>flinch</i>	[flintʃ]	ceder,	<i>hammer</i>	['hamə(r)]	martillar,
		retroceder			clavar
<i>flounce</i>	[flaʊns]	agitarse,	<i>hand</i>	[hand]	entregar, dar
		movearse	<i>handle</i>	['handl]	manejar,
<i>flow</i>	[fləʊ]	fluir, correr,			dirigir
		manar	<i>hang</i>	[haŋ]	ahorcar
<i>flutter</i>	['flʌtə(r)]	agitarse,	<i>happen</i>	['hapən]	sucedor, pasar
		revolotear	<i>harm</i>	[ha:m]	herir, dañar
<i>follow</i>	['fələʊ]	seguir,	<i>hasten</i>	['heɪsn]	apresurarse
		perseguir	<i>hatch</i>	[hatʃ]	empollar,
<i>force</i>	[fo:s]	obligar,			incubar
		forzar	<i>hate</i>	[heit]	odiar, detestar
<i>form</i>	[fo:m]	formar	<i>heal</i>	[hi:l]	curar, sanar
<i>found</i>	[faʊnd]	fundar	<i>heap</i>	[hi:p]	apilar,
<i>frighten</i>	['fraitn]	asustarse,			amontonar
		asustar	<i>heat</i>	[hi:t]	calentar
<i>frustrate</i>	[fras'treit]	frustrar,	<i>help</i>	[help]	ayudar
		privar	<i>hire</i>	['haɪə(r)]	alquilar,
<i>fumble</i>	['fʌmbəl]	buscar, andar			arrendar
		a tientas	<i>honour</i>	['onə(r)]	honrar

<i>hop</i>	[hɒp]	andar a la pata coja	<i>joint</i>	[dʒɔɪnt]	juntar, unir
<i>hope</i>	[həʊp]	esperar	<i>joke</i>	[ʒəʊk]	bromear
<i>howl</i>	[haʊl]	rugir, ladrar	<i>jump</i>	[dʒʌmp]	saltar
<i>hunt</i>	[hʌnt]	cazar	<i>kick</i>	[kɪk]	dar patadas,
<i>hurry</i>	[ˈhʌrɪ]	apresurarse, darse prisa	<i>kill</i>	[kɪl]	cocear
<i>imagine</i>	[ɪˈmædʒɪn]	imaginar	<i>kiss</i>	[kɪs]	matar
<i>immunise</i>	[ˈɪmjunaɪz]	inmunizar	<i>knock</i>	[nɒk]	besar
<i>import</i>	[ɪmˈpɔ:t]	importar			golpear, dar
<i>impress</i>	[ɪmˈpres]	imprimir, grabar	<i>land</i>	[lænd]	con los nudillos
<i>improve</i>	[ɪmˈpru:v]	mejorar, perfeccionar			aterrizar,
<i>include</i>	[ɪnˈklu:d]	incluir, comprender	<i>last</i>	[lɑ:st]	d e s e m b a r c a r
<i>increase</i>	[ɪnˈkris]	aumentar, incrementar	<i>laugh at</i>	[ˈlɑ:f at/ət]	durar
<i>inherit</i>	[ɪnˈherɪt]	heredar	<i>launch</i>	[lɔ:ntʃ]	reírse, reír
<i>inject</i>	[ɪnˈdʒekt]	inyectar	<i>leak</i>	[li:k]	lanzar
<i>inoculate</i>	[ɪˈnɒkjuleɪt]	inocular	<i>lengthen</i>	[ˈlenθən]	filtrarse,
<i>inquire</i>	[ɪnˈkwaɪə(r)]	averiguar, preguntar	<i>level</i>	[ˈlevl]	derramarse
<i>insist</i>	[ɪnˈsɪst]	insistir	<i>lie</i>	[lai]	alargar,
<i>inspect</i>	[ɪnˈspekt]	examinar, inspeccionar	<i>lift</i>	[lɪft]	estirar
<i>install</i>	[ɪnˈsto:l]	instalar	<i>like</i>	[laɪk]	apuntar (un arma)
<i>intend</i>	[ɪnˈtend]	intentar, proyectar	<i>listen</i>	[ˈlɪsn]	mentir
<i>interest</i>	[ˈɪntrɪst]	interesar, interesarse	<i>live</i>	[lɪv]	levantar
<i>intermarry</i>	[ˈɪntəˈmæri]	casarse per-sonas de distintas razas	<i>load</i>	[ləʊd]	gustar,
<i>interpose</i>	[ɪntəˈpəʊz]	interponer	<i>lock</i>	[lɒk]	agradar
<i>interrupt</i>	[ɪntəˈrʌpt]	interrumpir	<i>lodge</i>	[lɒdʒ]	escuchar
<i>intervene</i>	[ɪntəˈvi:n]	intervenir, ocurrir	<i>long</i>	[lɒŋ]	vivir
<i>introduce</i>	[ɪntrəˈdju:s]	presentar, introducir	<i>look</i>	[lʊk]	cargar
<i>invent</i>	[ɪnˈvent]	inventar	<i>look after</i>	[ˈlʊk ˈɑ:ftə(r)]	cerrar con llave
<i>invest</i>	[ɪnˈvest]	invertir	<i>look at</i>	[ˈlʊk ˈæt]	alojar,
<i>involve</i>	[ɪnˈvɒlv]	implicar	<i>look for</i>	[ˈlʊk ˈfo:(r)]	albergar
<i>invite</i>	[ɪnˈvaɪt]	invitar	<i>look like</i>	[ˈlʊk ˈlaɪk]	anhelar,
<i>issue</i>	[ˈɪʃju:]	despachar, vender	<i>look up</i>	[ˈlʊk ˈʌp]	ansiar
<i>join</i>	[dʒɔɪn]	unir, juntar	<i>loosen</i>	[ˈlu:sn]	parecer
			<i>love</i>	[lʌv]	cuidar
			<i>lower</i>	[ˈləʊə(r)]	mirar
			<i>lug</i>	[lʌg]	buscar
					parecerse a
					visitar a una persona
					aflojar,
					soltar
					amar, querer
					hacer descen-
					der, bajar
					arrastrar,
					remolcar

<i>manage</i>	['manidʒ]	gobernar, administrar	<i>offend</i>	[ə'fend]	ofender
<i>march</i>	[ma:tʃ]	marchar, desfilar	<i>offer</i>	['ɒfə(r)]	ofrecer
<i>mark</i>	[ma:k]	marcar, señalar	<i>open</i>	['əʊpən]	abrir
<i>marry</i>	['mari]	casarse	<i>operate</i>	['ɒpəreit]	hacer funcionar, operar
<i>match</i>	[matʃ]	ir bien, hacer juego	<i>order</i>	['o:də(r)]	ordenar, encargar
<i>matter</i>	['matə(r)]	importar, hacer al caso	<i>originate</i>	[ə'ridʒineit]	originar, producir
<i>measure</i>	['meʒə(r)]	medir	<i>overlook</i>	[əʊvə'luk]	tener vista a, dar o caer a
<i>melt</i>	[melt]	fundir, derretir	<i>overpower</i>	[əʊvə'pauə(r)]	superar, vencer
<i>mend</i>	[mend]	componer, reparar	<i>owe</i>	[əʊ]	adeudar, deber
<i>mention</i>	['menʃən]	mencionar, aludir	<i>own</i>	[əʊn]	poseer
<i>milk</i>	[milk]	ordeñar	<i>pack up</i>	['pæk 'ʌp]	arreglar el equipaje
<i>mind</i>	[maɪnd]	importar, tener in- conveniente	<i>paint</i>	[peɪnt]	pintar
<i>miss</i>	[mis]	perder, añorar	<i>paper</i>	['peɪpə(r)]	empapelar
<i>mix</i>	[miks]	mezclar	<i>pare</i>	[pɛə(r)]	pelar, mondar
<i>moan</i>	[məʊn]	gemir, lamentarse	<i>park</i>	[pa:k]	aparcar
<i>mount</i>	[maʊnt]	montar, cabalgar	<i>part</i>	[pa:t]	partir, separar
<i>move</i>	[mu:v]	mover, trasladarse	<i>pass</i>	[pa:s]	pasar, cruzar
<i>murder</i>	['mə:də(r)]	asesinar	<i>peer</i>	[piə(r)]	atisbar, escrudinär
<i>name</i>	[neɪm]	nombrar, llamar	<i>pen</i>	[pen]	escribir, componer
<i>need</i>	[ni:d]	necesitar	<i>penetrate</i>	['penitreit]	penetrar, calar
<i>neglect</i>	[ni'glekt]	descuidar, olvidar	<i>perish</i>	['periʃ]	perecer, sucumbir
<i>notice</i>	['nəʊtis]	observar, notar	<i>permit</i>	[pə'mit]	permitir, dejar
<i>obey</i>	[ə'bei]	obedecer	<i>photograph</i>	['fəʊtəgrə:f]	fotografiar
<i>object</i>	[əb'dʒekt]	objetar, poner reparos	<i>pick</i>	[pɪk]	coger, picar
<i>observe</i>	[əb'zə:v]	observar	<i>pick up</i>	['pɪk 'ʌp]	recoger, levantar
<i>obtain</i>	[əb'tein]	obtener, conseguir	<i>pierce</i>	[piəs]	agujerear, penetrar
<i>occupy</i>	['ɒkjupai]	ocupar, emplear tiempo	<i>place</i>	[pleɪs]	colocar, poner
			<i>plan</i>	[plan]	planear, idear
			<i>plant</i>	[plɑ:nt]	plantar

<i>plash</i>	[plaf]	chapotear	<i>promise</i>	['promis]	prometer
<i>play</i>	[plei]	jugar, tocar	<i>promote</i>	[prə'məut]	desarrollar, fomentar
<i>plead guilty</i>	['pli:d 'gilti]	confesarse			
		culpable	<i>propose</i>	[prə'pəuz]	proponer, sugerir
<i>please</i>	[pli:z]	agradar, satisfacer	<i>protect</i>	[prə'tekt]	proteger
<i>point</i>	[point]	apuntar, señalar	<i>prove</i>	[pru:v]	probar, demostrar
<i>polish</i>	['poliʃ]	pulir, pulimentar	<i>provide</i>	[prə'vaid]	proveer, pro- porcionar
<i>ponder</i>	['pondə(r)]	ponderar, examinar	<i>publish</i>	['pʌbliʃ]	publicar, editar
<i>possess</i>	[pə'zes]	poseer	<i>pull</i>	[pul]	tirar de, estirar
<i>post</i>	[pəust]	echar al correo	<i>pull down</i>	['pul 'daun]	derruir, derribar
<i>postpone</i>	[pəust'pəun]	posponer, aplazar	<i>punish</i>	['pʌniʃ]	castigar
<i>pour</i>	[po:(r)]	verter, echar	<i>purify</i>	['pjʊərifai]	purificar
<i>practise</i>	['praktis]	practicar	<i>pursue</i>	[pə'sju:]	perseguir
<i>pray</i>	[prei]	rezar, rogar	<i>push</i>	[puʃ]	empujar
<i>predict</i>	[pri'dikt]	precedir, pronosticar	<i>puzzle</i>	['pʌzl]	confundir, intrigar
<i>prefer</i>	[pri'fə:(r)]	preferir	<i>quake</i>	[kweik]	temblar
<i>preoccupy</i>	[pri'okjupai]	preocupar	<i>quarrel</i>	['kworəl]	reñir, pelearse
<i>prepare</i>	[pri'pɛə(r)]	preparar, disponer	<i>question</i>	['kwestʃən]	preguntar, objetar
<i>present</i>	[pri'zent]	presentar, regalar	<i>quibble</i>	['kwibl]	buscar esca- patorias
<i>preserve</i>	[pri'zə:v]	conservar, guardar	<i>rain</i>	[rein]	llover
<i>press</i>	[pres]	comprimir, apretar	<i>raise</i>	[reiz]	levantar, alzar, criar
<i>pretend</i>	[pri'tend]	pretender	<i>reach</i>	[ri:tʃ]	alcanzar, llegar
<i>prevent</i>	[pri:'vent]	evitar, impedir	<i>react</i>	[ri'akt]	reaccionar
<i>prick</i>	[prik]	pinchar, picar, punzar	<i>realize</i>	['riəlaiz]	darse cuenta, ver
<i>print</i>	[print]	imprimir	<i>rear</i>	[riə(r)]	criar, educar
<i>proceed</i>	[prə'si:d]	proseguir, continuar	<i>recall</i>	[ri'ko:l]	recordar
<i>proclaim</i>	[prə'kleim]	proclamar, publicar	<i>receive</i>	[ri'si:v]	recibir
<i>prod</i>	[prod]	empujar	<i>recognize</i>	['rekəgnaiz]	reconocer, admitir
<i>produce</i>	[prə'dju:s]	producir, presentar	<i>record</i>	[ri'ko:d]	registrar, archivar
<i>progress</i>	[prə'gres]	avanzar, progresar	<i>refine</i>	[ri'faɪn]	refinar, purificar
			<i>reform</i>	[ri'fo:m]	reformular
			<i>refresh</i>	[ri'freʃ]	confortar, refrescar



<i>refuse</i>	[ri'fju:z]	rehusar,	<i>roll</i>	[rɒl]	rodar, allanar
<i>regard</i>	[ri'ga:d]	negarse	<i>rotate</i>	[rəu'teit]	dar vueltas,
<i>release</i>	[ri'li:s]	considerar	<i>row</i>	[rəu]	girar
<i>remain</i>	[ri'mein]	soltar	<i>rub</i>	[rʌb]	remar
<i>remark</i>	[ri'ma:k]	permanecer,	<i>ruin</i>	['ru:in]	frotar,
<i>remember</i>	[ri'membə(r)]	estarse	<i>rule</i>	[ru:l]	restregar
<i>remind</i>	[ri'maind]	observar,	<i>rush</i>	[rʌʃ]	arruinarse,
<i>remove</i>	[ri'mu:v]	hacer notar	<i>sail</i>	[seil]	derruir
<i>rent</i>	[rent]	recordar	<i>salt</i>	[so:lt]	gobernar,
<i>repair</i>	[ri'pɛə(r)]	traer a la	<i>satisfy</i>	['satisfai]	regir
<i>repeat</i>	[ri'pi:t]	memoria	<i>save</i>	[seiv]	precipitarse,
<i>reply</i>	[ri'plai]	llevar,	<i>scalp</i>	[skalp]	abalanzarse
<i>report</i>	[ri'po:t]	trasladar	<i>scatter</i>	['skatə(r)]	navegar,
<i>represent</i>	[repri'zent]	alquilar,	<i>scratch</i>	[skratʃ]	viajar por
<i>require</i>	[ri'kwaɪə(r)]	arrendar	<i>seal</i>	[si:l]	mar
<i>rescue</i>	['reskju:]	reparar,	<i>search</i>	[sə:tʃ]	salar, sazonar
<i>resemble</i>	[ri'zembl]	restaurar	<i>seat</i>	[si:t]	satisfacer,
<i>reserve</i>	[ri'zə:v]	repetir	<i>secure</i>	[si'kjuə(r)]	saciar
<i>respect</i>	[ris'pekt]	contestar	<i>seem</i>	[si:m]	salvar,
<i>rest</i>	[rest]	informar,	<i>seize</i>	[si:z]	ahorrar
<i>restore</i>	[ris'to:(r)]	manifestar	<i>separate</i>	['sepəreit]	quitar el pe-
<i>result</i>	[ri'zʌlt]	representar	<i>serve</i>	[sə:v]	ricráneo con
<i>resume</i>	[ri'zju:m]	requerir,	<i>settle</i>	['setl]	la cabellera
<i>return</i>	[ri'tə:n]	necesitar	<i>shade</i>	[ʃeid]	esparcir,
<i>reveal</i>	[ri'vi:l]	rescatar,	<i>shame</i>	[ʃeim]	desparramar
<i>revise</i>	[ri'vaiz]	salvar			rascar,
<i>revolve</i>	[ri'volv]	parecerse a			rascarse
<i>risk</i>	[risk]	reservar,			precintar,
<i>roast</i>	[rəust]	guardar			cerrar, her-
<i>rock</i>	[rok]	respetar,			méticamente
		estimar			indagar,
		descansar			averiguar
		restituir,			tener asientos,
		restaurar			sentar
		resultar			asegurar,
		reanudar			garantizar
		volver,			parecer pare-
		regresar			cerle a uno
		revelar,			agarrar,
		descubrir			coger,
		revisar,			decomisar
		corregir			separar
		girar, dar			servir, ser útil
		vueltas			establecerse,
		arriesgar,			asentarse
		exponer			cóser
		asar, tostar			sombrear
		medir,			avergonzar,
		balancear			abochornar

<i>share</i>	[ʃeə(r)]	compartir, participar	<i>steep</i>	[sti:p]	empapar, remojar
<i>sharpen</i>	[ʃa:pən]	afilar, aguzar	<i>step</i>	[step]	dar pasos, andar
<i>shave</i>	[ʃeiv]	afeitarse, afeitar	<i>stick</i>	[stik]	clavar, intro- ducir, pegar
<i>shield</i>	[ʃi:ld]	escudar, proteger	<i>stop</i>	[stop]	parar, detenerse
<i>shorten</i>	[ʃo:tn]	acortar	<i>stoop</i>	[stu:p]	agacharse, abatir
<i>shout</i>	[ʃaut]	gritar, exclamar	<i>store</i>	[sto:(r)]	almacenar
<i>shower</i>			<i>stream out</i>	[ˈstri:m ˈaut]	salir a torrentes
<i>upon</i>	[ˈʃəʊər əˈpɒn]	derramar con abundancia	<i>stretch</i>	[stretʃ]	estirar, extenderse
<i>sigh</i>	[sai]	suspirar	<i>strip</i>	[strip]	desnudar, descuartizar
<i>sign</i>	[sain]	firmar	<i>struggle</i>	[ˈstrʌɡl]	luchar, esforzarse
<i>skulk</i>	[skʌlk]	acechar, remolonear	<i>strut</i>	[strat]	andar con afectación
<i>slip</i>	[slip]	resbalar, deslizarse	<i>study</i>	[ˈstʌdi]	estudiar
<i>smile</i>	[smaɪl]	sonreír	<i>stumble</i>	[ˈstʌmbəl]	precipitarse, trompicar
<i>smoke</i>	[sməʊk]	fumar	<i>succeed</i>	[səkˈsi:d]	lograr, tener éxito
<i>snap</i>	[snap]	cortar la palabra	<i>suck</i>	[sʌk]	chupar, sorber
<i>snow</i>	[snəʊ]	nevar	<i>suffer</i>	[ˈsʌfə(r)]	sufrir, padecer
<i>sober</i>	[ˈsəʊbə(r)]	serenarse, desemborra- chase	<i>suffice</i>	[səˈfaɪs]	bastar
<i>solve</i>	[sɒlv]	resolver, aclarar	<i>suggest</i>	[səˈdʒest]	sugerir, insinuar
<i>sort</i>	[so:t]	clasificar, ordenar	<i>suit</i>	[sju:t]	convenir, ir bien
<i>sound</i>	[saʊnd]	sonar	<i>sun-bathe</i>	[ˈsʌnbeɪð]	tomar baños de sol
<i>spare</i>	[speə(r)]	permitirse al- go, soportar	<i>supper</i>	[ˈsʌpə(r)]	cenar
<i>spoil</i>	[spɔɪl]	estropear, echar a perder	<i>supply</i>	[səˈplai]	suministrar, proveer
<i>spray</i>	[spreɪ]	rociar	<i>support</i>	[səˈpo:t]	sostener, apoyar
<i>spy</i>	[spai]	espiar	<i>suppose</i>	[səˈpəʊz]	suponer
<i>stamp</i>	[stamp]	sellar, marcar	<i>surprise</i>	[səˈpraɪz]	sorprender
<i>stare</i>	[steə(r)]	mirar con fijeza	<i>switch</i>	[swɪtʃ]	cambiar la dirección de la corriente
<i>start</i>	[sta:t]	partir, poner en marcha, marchar	<i>switch on</i>	[ˈswɪtʃ ˈɒn]	conectar, enchufar
<i>state</i>	[steɪt]	manifestar, decir			
<i>stay</i>	[steɪ]	permanecer, estarse			

<i>survive</i>	[sə'vaiv]	sobrevivir	<i>turn</i>	[tə:n]	girar, dar
<i>sustain</i>	[səs'tein]	resistir,			vueltras
		aguantar	<i>turn off</i>	['tə:n 'ɒf]	quitar,
<i>swallow</i>	['swoləu]	tragar,			desconectar
		engullir	<i>twinkle</i>	['twɪŋkl]	titilar,
<i>talk</i>	[tɔ:k]	charlar,			centellear
		hablar	<i>type</i>	[taɪp]	escribir a
<i>taste</i>	[teɪst]	paladear,			máquina
		saber	<i>undermine</i>	[ʌndə'maɪn]	ninar,
<i>taxi</i>	['taksi]	rodar sobre el			socavar
		suelo	<i>unfasten</i>	['ʌn'fɑ:sn]	aflojar, soltar,
		(aviones)			desatar
<i>tease</i>	[ti:z]	fastidiar,	<i>unite</i>	[ju:'naɪt]	unir, juntar
		molestar	<i>unpack</i>	['ʌn'pʌk]	desembalar
<i>telephone</i>	['telɪfəʊn]	telefonar	<i>use</i>	[ju:z]	usar, emplear
<i>tempt</i>	[tempt]	tentar, poner	<i>value</i>	['vʌlju:]	valorar
		a prueba	<i>vary</i>	['veəri]	variar,
<i>thank</i>	[θaŋk]	agradecer, dar			cambiar
		las gracias	<i>venture</i>	['ventʃə(r)]	aventurar,
<i>threaten</i>	['θreɪn]	amenazar			arriesgarse
<i>thrust</i>	[θrʌst]	introducir,	<i>visit</i>	['vɪzɪt]	visitar
		meter	<i>vociferate</i>	['vəʊ'sɪfəreɪt]	vociferar
<i>tidy</i>	['taɪdɪ]	asear,	<i>voyage</i>	['vɔɪdʒ]	navegar,
		limpiar			viajar
<i>tie</i>	[taɪ]	atar	<i>wait</i>	[weɪt]	esperar
<i>tire</i>	['taɪə(r)]	cansar	<i>walk</i>	[wɔ:k]	andar, cami-
<i>toss</i>	[tɒs]	tirar, echar a			nar, pasear
		cara o cruz	<i>wander</i>	['wɒndə(r)]	vagar,
<i>touch</i>	[tʌtʃ]	tocar, palpar			deambular
<i>trace</i>	[treɪs]	seguir la pista	<i>want</i>	[wɒnt]	querer,
<i>train</i>	[treɪn]	adiestrar,			necesitar
		entrenar	<i>warm</i>	[wɔ:m]	calentar
<i>transfer</i>	[trʌns'fə:(r)]	transferir,	<i>wash</i>	[wɒʃ]	lavar
		pasar	<i>wash up</i>	['wɒʃ 'ʌp]	fregar
<i>translate</i>	[trʌns'leɪt]	traducir	<i>waste</i>	[weɪst]	malgastar,
<i>transmit</i>	[trʌnz'mɪt]	transmitir,			desperdiciar
		cursar	<i>watch</i>	[wɒtʃ]	vigilar,
<i>trap</i>	[trʌp]	atrapar			observar
<i>travel</i>	['trʌvl]	viajar	<i>water</i>	['wɔ:tə(r)]	regar
<i>treat</i>	[tri:t]	tratar	<i>wave</i>	[weɪv]	agitar, ondear
<i>trick</i>	[trɪk]	embaucar,	<i>waylay</i>	[wei'lei]	detener en el
		engañar			camino
<i>trouble</i>	['trʌbl]	molestar	<i>weaken</i>	['wi:kən]	debilitar
<i>trust</i>	[trʌst]	confiar	<i>weigh</i>	[wei]	pesar
<i>try</i>	[traɪ]	probar,	<i>wet</i>	[wet]	mojar,
		intentar			humedecer

<i>wheel</i>	[wi:l]	transportar, hacer rodar, cambiar de rumbo	<i>witness</i>	['witnis]	presenciar, testificar
<i>whisper</i>	['wispə(r)]	susurrar al oído	<i>wonder</i>	['wʌndə(r)]	preguntarse
<i>widen</i>	['waɪdn]	ensanchar	<i>work</i>	[wɜ:k]	trabajar
<i>wish</i>	[wiʃ]	desear	<i>worry</i>	['wʌri]	preocuparse, inquietarse
			<i>wound</i>	[wu:nd]	herir

## VOCABULARY

*Lista de palabras, en orden alfabético, que aparecen en los libros 1.º, 2.º, 3.º y 4.º de esta obra; y en los libros "Red Primer" y "Readers" 1, 2, 3, 4, por Michael West.*

NOTA.—En este vocabulario no están los significados de los verbos regulares e irregulares, que van en listas aparte.

ABREVIATURAS: v. r. = *verbo regular*; v. i. = *verbo irregular*; p. per. = *pronombre personal*; p. pos. = *pronombre posesivo*; a. pos. = *adjetivo posesivo*; s. = *sujeto*; ob. = *objeto*; n. = *nombre*; a. = *adjetivo*; adv. = *adverbio*.

### — A —

<b>a = an</b>	[ei/ə = = an/ən/n]	un, una	<b>accustomed</b>	[ə'kʌstəmd]	acostumbrado
<b>abandon</b>	[ə'bandən]	v. r.	<b>achievement</b>	[ə'tʃi:vmənt]	logro, ejecución
<b>abate</b>	[ə'beit]	v. r.	<b>acknowledgement</b>	[ək'nɒlɪdʒmənt]	reconocimiento, gratitud
<b>abbey</b>	[ˈabi]	abadía	<b>acquaintance</b>	[ə'kweɪntəns]	trato, relación
<b>able</b>	[ˈeɪbl]	capaz, hábil	<b>acquire</b>	[ə'kwaɪə(r)]	v. r.
<b>— able</b>	[–əbl]	(sufijo)	<b>across</b>	[ə'kros]	a través, al otro lado
<b>abode</b>	[ə'bəʊd]	morada, refugio	<b>act</b>	[akt]	v. r.
<b>abound</b>	[ə'baʊnd]	v. r.	<b>actable</b>	[ˈaktəbl]	actuable
<b>about</b>	[ə'baʊt]	acerca de, sobre	<b>actively</b>	[ˈaktivli]	activamente
<b>above</b>	[ə'bʌv]	encima, sobre	<b>actor</b>	[ˈaktə(r)]	actor
<b>abroad</b>	[ə'bro:d]	fuera, en el extranjero	<b>actress</b>	[ˈaktrɪs]	actriz
<b>absent</b>	[ˈabsənt]	ausente	<b>add</b>	[ad]	v. r.
<b>absurdly</b>	[əb'sə:dli]	absurdamente	<b>address</b>	[ə'dres]	v. r.
<b>abundant</b>	[ə'bʌndənt]	abundante	<b>address</b>	[ə'dres]	dirección, señas
<b>accent</b>	[ˈaksent]	acento	<b>adequate</b>	[ˈadɪkwɪt]	adecuado
<b>accept</b>	[ək'sept]	v. r.	<b>adjust</b>	[ə'dʒʌst]	v. r.
<b>accident</b>	[ˈaksɪdənt]	accidente	<b>admiral</b>	[ˈædmərəl]	almirante
<b>accompany</b>	[ə'kʌmpəni]	v. r.	<b>admire</b>	[əd'maɪə(r)]	v. r.
<b>according to</b>	[ə'ko:diŋ tu]	de acuerdo a	<b>admit</b>	[əd'mɪt]	v. r.
<b>account</b>	[ə'kaʊnt]	cuenta, cálculo, informe, descripción	<b>adopt</b>	[əd'ɒpt]	v. r.
<b>accumulation</b>	[əkju:- mju'leɪʃən]	acumulación	<b>adult</b>	[ˈadʌlt]	adulto
<b>accuse</b>	[ə'kju:z]	v. r.	<b>advance</b>	[əd'vɑ:ns]	v. r.
<b>accused</b>	[ə'kju:d]	acusado	<b>adventurous</b>	[əd'ventʃərəs]	aventurero, audaz

<i>advisable</i>	[əd'vaizəbl]	aconsejable, prudente	<i>airhostess</i>	['eə'həustis]	aeromoza, azafata
<i>advise</i>	[əd'vais]	v. r.	<i>airline</i>	['eəlain]	aerolínea
<i>aeroplane</i>	['eərəplein]	aeroplano	<i>air mail</i>	['eəmeil]	correo aéreo
<i>a few</i>	[ə'fju:]	unos pocos, as	<i>airplane</i>	['eəplein]	aeroplano
<i>affair</i>	[ə'feə(r)]	asunto, cuestión	<i>airport</i>	['eəpo:t]	aeropuerto
<i>affection</i>	[ə'fekʃən]	afecto, amor	<i>air-sick</i>	['eə-sik]	mareado
<i>affirmative</i>	[ə'fə:mətiv]	afirmativo	<i>aitches</i>	['eitʃiz]	aches (letras)
<i>affirmatively</i>	[ə'fə:mətivli]	afirmativamente	<i>alarm</i>	[ə'la:m]	v. r.
<i>afford</i>	[ə'fɔ:d]	v. r.	<i>alarm</i>	[ə'la:m]	alarma
<i>afraid</i>	[ə'freid]	temeroso, atemorizado	<i>ale</i>	[eil]	cerveza inglesa
<i>after</i>	[ˈa:ftə(r)]	después de, después	<i>alight</i>	[ə'lait]	encendido
<i>afternoon</i>	[ˈa:ftə'nu:n]	tarde (n.)	<i>alive</i>	[ə'laiiv]	vivo, con vida
<i>afterwards</i>	[ˈa:ftəwədʒ]	después	<i>all</i>	[o:l]	todo, toda, os, as
<i>again</i>	[ə'gein/ə'gen]	de nuevo, otra vez	<i>all by myself</i>	['o:l bai mai'self]	solo, sin ayuda
<i>again and again</i>	[ə'gein ənd ə'gein]	una y otra vez	<i>all over</i>	['ol: 'əuvə(r)]	por todo
<i>against</i>	[ə'geinst]	contra	<i>all over again</i>	['o:l 'əuvər ə'gein]	por todo otra vez
<i>age</i>	[eidʒ]	edad, época	<i>all right</i>	['o:l 'rait]	perfectamente, bien
<i>ageless</i>	['eidʒlis]	que no envejece	<i>allow</i>	[ə'lau]	v. r.
<i>agency</i>	['eidʒənsi]	acción, medio	<i>alloy</i>	[ə'loi]	aleación
<i>agent</i>	['eidʒənt]	agente	<i>almost</i>	['o:lməust]	casi, cerca de
<i>ago</i>	[ə'gəu]	hace, ha	<i>alone</i>	[ə'ləun]	solo, sin compañía
<i>agree</i>	[ə'gri:]	v. r.	<i>along</i>	[ə'lon]	a lo largo de
<i>agreeable</i>	[ə'gri:əbl]	agradable	<i>a lot of</i>	[ə'lot əv]	mucho, a, os, as
<i>agreement</i>	[ə'gri:mənt]	acuerdo, convenio	<i>aloud</i>	[ə'laud]	en voz alta, recio
<i>aid</i>	[eid]	ayuda, auxilio	<i>alpinist</i>	['alpinist]	alpinista
<i>aim</i>	[eim]	v. r.	<i>already</i>	[o:l'redi]	ya
<i>aim</i>	[eim]	fin, designio	<i>also</i>	['o:lsəu]	también
<i>aimless</i>	['eimlis]	sin objeto, sin designio	<i>although</i>	['o:lðəu]	aunque
<i>air</i>	[εə(r)]	aire	<i>always</i>	['o:lwəz]	siempre
<i>airborne</i>	['εəbo:n]	aerotransportado	<i>am</i>	[am/əm/m]	de <i>to be</i>
<i>airfield</i>	['εəfi:ld]	campo de aviación	<i>Amazon</i>	['aməzən]	Amazonas
			<i>amazement</i>	[ə'meizmənt]	asombro
			<i>ambassador</i>	[am'basədə(r)]	embajador
			<i>ambush</i>	['ambuʃ]	emboscada
			<i>among</i>	[ə'mʌŋ]	entre, en medio

<i>amount</i>	[ə'maunt]	v. r.	<i>anywhere</i>	[ˈeniweə(r)]	en cualquier parte
<i>amount</i>	[ə'maunt]	cantidad, suma	<i>apoplexy</i>	[ˈapəpleksi]	apoplejía
<i>amuse</i>	[ə'mju:z]	v. r.	<i>apparatus</i>	[apə'reitəs]	aparato
<i>amusement</i>	[ə'mju:zmənt]	diversión, distracción	<i>apparent</i>	[ə'parənt]	claro, manifiesto, evidente
<i>amusing</i>	[ə'mju:ziŋ]	divertido	<i>appeal</i>	[ə'pi:l]	v. r.
— <i>an</i> ,			<i>appeal</i>	[ə'pi:l]	petición, súplica
— <i>ence</i>	[-ən, -əns]	(sufijos)	<i>appear</i>	[ə'piə(r)]	v. r.
<i>analogy</i>	[ə'nalədʒi]	analogía	<i>apple-tree</i>	[ˈapltri:]	manzano
<i>analyse</i>	[ˈanəlaiz]	v. r.	<i>appoint</i>	[ə'point]	v. r.
<i>anchor</i>	[ˈaŋkə(r)]	ancla	<i>apple</i>	[ˈapl]	manzana
<i>ancient</i>	[ˈeinʃənt]	antiguo	<i>appoint-</i>		
<i>and</i>	[and/ənd/n]	y	<i>ment</i>	[ə'pointmənt]	cargo, nombramiento, cita
<i>and so on</i>	[ənd'səu on]	etcétera	<i>apprentice-</i>		
<i>aneroid</i>	[ˈanəroid]	aneroide	<i>ship</i>	[ə'prentiʃip]	aprendizaje
<i>anger</i>	[ˈaŋgə(r)]	enfado, enojo	<i>approach</i>	[ə'prəʊtʃ]	v. r.
<i>angrily</i>	[ˈaŋgrili]	enojadamente, furiosamente	<i>approve</i>	[ə'pru:v]	v. r.
<i>angry</i>	[ˈaŋgri]	enojado, furioso	<i>April</i>	[ˈeiprəl]	abril
<i>animal</i>	[ˈaniməl]	animal	<i>apron</i>	[ˈeiprən]	zona de estacionamiento de aeronaves, delantal
<i>ankle</i>	[ˈaŋkl]	tobillo	<i>Arab</i>	[ˈarəb]	árabe (n.)
<i>anniversary</i>	[ani'vɜ:səri]	aniversario	<i>Arabic</i>	[ˈarəbik]	árabe, arábigo
<i>announce</i>	[ə'nauns]	v. r.	<i>aren't</i>	[a:nt]	<i>are not</i>
<i>another</i>	[ə'nʌðə(r)]	otro, a new one	<i>are</i>	[a:(r)/ə(r)]	<i>de to be</i>
<i>answer</i>	[ˈa:nsə(r)]	v. r.	<i>area</i>	[ˈɛəriə]	extensión, área
<i>answer</i>	[ˈa:nsə(r)]	contestación	<i>Argentina</i>	[a:dʒən'ti:nə]	Argentina
<i>ant</i>	[ant]	hormiga	<i>arm</i>	[a:m]	brazo
— <i>ant</i>	[-ənt]	(sufijo)	<i>arm</i>	[a:m]	v. r.
<i>antecedent</i>	[anti'si:dənt]	antecedente	<i>arm-chair</i>	[ˈa:m'tʃɛə(r)]	butaca
<i>anthrax</i>	[ˈanθraks]	ántrax	<i>armed</i>	[a:md]	armado
<i>anxiety</i>	[aŋ'zaiəti]	inquietud, ansia	<i>armour</i>	[ˈa:mə(r)]	armadura
<i>anxious</i>	[ˈaŋkfəs]	ansioso, impaciente	<i>arms</i>	[a:mz]	armas
<i>any</i>	[ˈeni]	cualquier, algún	<i>army</i>	[ˈa:mi]	ejército
<i>anybody</i>	[ˈenibodi]	cualquiera	<i>around</i>	[ə'raund]	alrededor de
<i>any less</i>	[ˈeni 'les]	(menos), algo menos	<i>arrange</i>	[ə'reindʒ]	v. r.
<i>any more</i>	[ˈeni 'mo:(r)]	(más), no más	<i>arrange-</i>		
<i>anyone</i>	[ˈeniwʌn]	cualquiera	<i>ment</i>	[ə'reindʒmənt]	orden, disposición
<i>anything</i>	[ˈeniθiŋ]	cualquier cosa	<i>arrive</i>	[ə'raiv]	v. r.
<i>any time</i>	[ˈeni 'taim]	cualquier hora			

<i>arrow</i>	['arəu]	flecha	<i>at the foot</i>		
<i>art</i>	[a:t]	arte	<i>of</i>	[ət ðə 'fut əv]	al pie de
— <i>ary</i> ,					átomo
— <i>ory</i>	[-əri, -əri]	(sufijos)	<i>atom</i>	['atəm]	atómico
<i>Aryan race</i>	['ɛəriən 'reis]	raza aria	<i>atomic</i>	[ə'tomik]	unido, agre-
<i>as</i>	[az]	como, pues, ya que, tan	<i>attached</i>	[ə'tatʃt]	gado
<i>as... as</i>	[əz ... əz]	tan... como	<i>attack</i>	[ə'tak]	v. r.
<i>as if...</i>	[əz if]	como si...	<i>attacker</i>	[ə'takə(r)]	atacante,
<i>as soon as</i>	[əz 'su:n əz]	tan pronto como	<i>attain</i>	[ə'tein]	agresor
<i>as though</i>	[əz 'ðəu]	como si...	<i>attempt</i>	[ə'tempt]	v. r.
<i>as well as</i>	[əz 'wel əz]	tan bien como	<i>attend</i>	[ə'tend]	v. r.
<i>ascend</i>	[ə'sənd]	v. r.	<i>attendant</i>	[ə'tendənt]	empleado,
<i>ash</i>	[aʃ]	ceniza	<i>attention</i>	[ə'tenʃən]	aprendiz
<i>ashamed</i>	[ə'ʃaimd]	avergonzado	<i>attentive</i>	[ə'tentiv]	atención
<i>Asia</i>	['eizə]	Asia	<i>attorney</i>	[ə'tə:ni]	atento
<i>ask</i>	[a:sk]	v. r.	<i>attractive</i>	[ə'traktiv]	abogado, pro-
<i>ask for</i>	[a:sk 'fo:(r)]	v. r.	<i>audience</i>	['o:dʒəns]	curador
<i>ask the way</i>	[a:sk ðə 'wei]	preguntar el camino	<i>August</i>	['o:gəst]	atractivo
<i>ask to</i>	[a:sk tu]	v. r.	<i>aunt</i>	[a:nt]	auditorio, pú-
<i>aside</i>	[ə'said]	al lado, apar-	<i>authorize</i>	['o:ðəraiz]	blico
<i>asleep</i>	[əs'li:p]	te	<i>automatic</i>	[o:tə'matic]	agosto
<i>aspiration</i>	[aspə'reiʃən]	dormido (a.) anhelo, aspi-	<i>autobiogra-</i>		tía
<i>ass</i>	[as]	ración	<i>phical</i>	['o:təubaieu- 'grafikəl]	v. r.
<i>assign</i>	[ə'sain]	asno	<i>autumn</i>	['o:təm]	automático
<i>assistant</i>	[ə'sistənt]	v. r.	<i>avenue</i>	['avənju:]	autobiográ-
<i>astonish-</i>		asistente, ayu-	<i>average</i>	['avəridʒ]	fico
<i>ment</i>	[əs'toniʃmənt]	dante	<i>avoid</i>	[ə'void]	otoño
<i>assume</i>	[ə'sju:m]	asombro, sor-	<i>await</i>	[ə'weit]	avenida
<i>at</i>	[at/ət]	presa	<i>awake</i>	[ə'weik]	promedio
<i>at all</i>	[ət 'o:l]	v. r.	<i>awake</i>	[ə'weik]	v. r.
<i>at all events</i>	[ət 'o:l i'vents]	a, en, sobre en absoluto	<i>away</i>	[ə'wei]	v. r.
<i>at first</i>	[ət 'fə:st]	de todos mo-	<i>awful</i>	['o:ful]	despierto
<i>at home</i>	[ət 'həum]	dos	<i>axe</i>	[aks]	v. r.
<i>at last</i>	[ət 'la:st]	al principio en casa			lejos, distante
<i>at once</i>	[ət 'wʌns]	al fin, por último			horroroso,
<i>at the back</i>		inmediata-			horrible
<i>of</i>	[ət ðə 'bak əv]	mente			hacha
		detrás de			
			<i>baby</i>	['beibi]	bebé, infante
			<i>back</i>	[bak]	lomo, espalda
			<i>back</i>	[bak]	(partícula)

— B —



<i>back and sides</i>	['bakən 'saidz]	la parte de atrás y los lados	<i>based</i>	[beɪst]	basado, apoyado
<i>back-stroke</i>	['bak strəʊk]	de espaldas (natación)	<i>basement</i>	['beɪsmənt]	sótano
<i>back to front</i>	['bak tə 'frʌnt]	lo de atrás adelante	<i>basket</i>	['ba:skɪt]	cesto, cesta
<i>backward</i>	['bakwəd]	lento, retrógrado	<i>bath</i>	[ba:θ]	baño
<i>backwards</i>	['bakwədz]	hacia atrás	<i>bath-room</i>	['ba:θrum]	cuarto de baño
<i>bacon</i>	['beɪkən]	tocineta, tocino	<i>bath-tub</i>	['ba:θtʌb]	bañera
<i>bad</i>	[bəd]	malo	<i>bathe</i>	[beɪð]	v. r., baño
<i>badly</i>	['bədli]	mal, malamente	<i>bathing</i>	['beɪðɪŋ]	baño, el baño
<i>bad-smelling</i>	['bəd'smeliŋ]	mal oliente	<i>bathing-costume</i>	['beɪðɪŋ-'kɒstju:m]	traje de baño
<i>bag</i>	[bæg]	saco, talego	<i>bathing-suit</i>	['beɪðɪŋ su:t]	traje de baño
<i>bake</i>	[beɪk]	v. r.	<i>battle</i>	['bʌtl]	batalla
<i>baker's</i>	['beɪkəz]	panadería	<i>bay</i>	[beɪ]	bahía
<i>bakery</i>	['beɪkəri]	horno, panadería	<i>B. C.</i>	['bi: 'si:]	<i>before Christ</i>
<i>baking-tin</i>	['beɪkɪŋ-tɪn]	molde de hornos	<i>be</i>	[bi:]	v. i.
<i>balcony</i>	['balkəni]	balcón	<i>be back</i>	['bi: 'bɑ:k]	estar de vuelta
<i>ball</i>	[bɔ:l]	pelota, bola	<i>be destined</i>	['bi: 'destɪnd]	estar destinado
<i>ballad</i>	['bæləd]	balada, canción	<i>be due</i>	['bi: 'dju:]	ser esperado, exigido, vencido
<i>balloon</i>	[bə'lu:n]	globo	<i>be fine</i>	['bi: 'faɪn]	hacer buen tiempo
<i>ballpoint</i>	['bɔ:l-point]	bolígrafo	<i>be fond of</i>	['bi: 'fɒnd əv]	ser aficionado a
<i>balance</i>	['baləns]	equilibrio, saldo	<i>be hard on</i>	['bi: 'hɑ:d ɒn]	ser duro con
<i>band</i>	[bænd]	cinta, banda	<i>be held up</i>	['bi: 'held 'ʌp]	ser detenido (parado)
<i>bank</i>	[bæŋk]	Banco, orilla, ribera	<i>be hungry</i>	['bi: 'hʌŋɡri]	tener hambre
<i>bar</i>	[ba:(r)]	v. r.	<i>be lucky</i>	['bi: 'lʌki]	tener suerte
<i>bar</i>	[ba:(r)]	bar, barra, tribunal, foro	<i>be on</i>	['bi: 'ɒn]	representar (obra, película)
<i>bare</i>	[bɛə(r)]	pelado, desnudo, barbecho	<i>be over</i>	['bi: 'əʊvə(r)]	acabar
<i>barefooted</i>	['bɛə'fʊtɪd]	descalzo	<i>be worth</i>	['bi: 'wɜ:θ]	valer, costar
<i>bark</i>	[bɑ:k]	v. r.	<i>be wrong</i>		
<i>barrow</i>	['bærəʊ]	carretilla	<i>with</i>	['bi: 'rɒŋ wið]	pasarle a uno
			<i>beach</i>	[bi:tʃ]	playa
			<i>beam of light</i>	['bi:m əv 'laɪt]	rayo de luz
			<i>beams</i>	[bi:mz]	vigas, madera
			<i>bean</i>	[bi:n]	haba, caraota
			<i>bear</i>	[bɛə(r)]	oso
			<i>bear</i>	[bɛə(r)]	v. r.

<i>beard</i>	[biəd]	barba	<i>beside</i>	[bi'said]	al lado de,
<i>bearing</i>	['beəriŋ]	cojinetes, apoyo	<i>besides</i>	[bi'saidz]	junto a además,
<i>beast</i>	[bi:st]	bestia, animal			igualmente
<i>beat</i>	[bi:t]	v. i.	<i>best</i>	[best]	de <i>good</i>
<i>beautiful</i>	['bju:tiful]	bello, hermoso	<i>better</i>	['betə(r)]	mejor
<i>beauty</i>	['bju:ti]	hermosura, belleza	<i>between</i>	[bi'twi:n]	entre
<i>because</i>	[bi'koz]	porque	<i>beware</i>	[bi'weə(r)]	v. r.
<i>because of</i>	[bi'koz əv]	debido a	<i>beyond</i>	[bi'jənd]	detrás de, después
<i>become</i>	[bi'kʌm]	v. i.	<i>bicycle</i>	['baɪsɪkl]	bicicleta
<i>bed</i>	[bed]	cama	<i>bid farewell</i>	['bɪd 'fæʊwel]	despedirse
<i>bedroom</i>	['bedrʊm]	dormitorio	<i>big</i>	[big]	grande
<i>bee</i>	[bi:]	abeja	<i>bill</i>	[bɪl]	cuenta, nota, factura
<i>beef</i>	[bi:f]	carne de vaca	<i>biologist</i>	[baɪ'ɒlədʒɪst]	biólogo
<i>been</i>	[bi:n/bɪn]	sido, estado	<i>bird</i>	[bɜ:d]	pájaro, ave
<i>beer</i>	[biə(r)]	cerveza	<i>birth</i>	[bɜ:θ]	nacimiento, origen
<i>before</i>	[bi'fɔ:(r)]	antes, delante de	<i>birthday</i>	['bɜ:θdeɪ]	cumpleaños
<i>beg</i>	[beg]	v. r.	<i>biscuit</i>	['bɪskɪt]	galleta
<i>beggar</i>	['begə(r)]	mendigo	<i>bitch</i>	[bɪtʃ]	perra
<i>begin</i>	[bi'gɪn]	v. i.	<i>bite</i>	[baɪt]	v. i.
<i>beginning</i>	[bi'gɪnɪŋ]	principio, comienzo	<i>bit of</i>	['bɪt əv]	trozo de
<i>behave</i>	[bi'heɪv]	v. r.	<i>bit of chalk</i>	['bɪt əv 'tʃɔ:k]	trozo de tiza
<i>behavior</i>	[bi'heɪvjə(r)]	conducta, comportamiento	<i>bitterly cold</i>	['bɪtəli 'kəʊld]	muy frío
<i>behind</i>	[bi'hænd]	detrás de, detrás	<i>black</i>	[blæk]	negro
<i>being</i>	['bi:ɪŋ]	ser, criatura	<i>blackboard</i>	['blækbo:d]	pizarra, pizarra
<i>belief</i>	[bi'li:f]	creencia, opinión	<i>blade</i>	[bleɪd]	cuchilla, hoja
<i>believe</i>	[bi'li:v]	v. r.	<i>blame</i>	[bleɪm]	jilla censura, culpa
<i>bell</i>	[bel]	campana, timbre	<i>blame</i>	[bleɪm]	v. r.
<i>belong</i>	[bi'lɒŋ]	v. r.	<i>blank verse</i>	['blæŋk'vɜ:s]	verso libre
<i>belongings</i>	[bi'lɒŋɪŋz]	pertenencias, bártulos	<i>blast</i>	[blɑ:st]	fuerte corriente de aire
<i>below</i>	[bi'ləʊ]	debajo, bajo	<i>bleed</i>	[bli:d]	v. i.
<i>belt</i>	[belt]	cinturón	<i>bless</i>	[bles]	v. r.
<i>bench</i>	[bentʃ]	banco	<i>blessing</i>	['blesɪŋ]	bendición
<i>bend</i>	[bend]	v. i.	<i>blind</i>	[blaɪnd]	ciego
<i>bequeath</i>	[bi'kwɪ:ð]	v. r.	<i>bliss</i>	[blɪs]	gloria, felicidad, gozo
<i>berry</i>	['beri]	baya, grano de (café etcétera)	<i>blithe</i>	[blaɪð]	alegre, jovial
			<i>block</i>	[blok]	manzana, cuadra
			<i>blood</i>	[blʌd]	sangre

<i>bloody</i>	[ˈblʌdi]	sangriento	<i>bow</i>	[bau]	v. r.
<i>blouse</i>	[blaʊz]	blusa	<i>bow</i>	[bəu/bau]	arco, reveren-
<i>blow</i>	[bləʊ]	v. i.			cia, proa
<i>blow</i>	[bləʊ]	golpe, soplo	<i>bow-tie</i>	[ˈbəu'tai]	lacito, pajari-
<i>blow out</i>	[ˈbləʊ 'aut]	salir, apagar			ta
<i>blow up</i>	[ˈbləʊ 'ʌp]	volar, hacer estallar	<i>bowl</i>	[bəʊl]	recipiente,
					cuenco
<i>blue</i>	[blu:]	azul	<i>bowmen</i>	[ˈbəʊmən]	arqueros
<i>blue-eyed</i>	[ˈblu:'aid]	de ojos azu-	<i>box</i>	[boks]	caja, palco de
		les			teatro
<i>boar</i>	[bo:(r)]	verraco	<i>boxing-</i>		
<i>board</i>	[bo:d]	tabla, bordo	<i>match</i>	[ˈboksɪŋmatʃ]	combate de
<i>boarder</i>	[ˈbo:də(r)]	huésped, pu-			boxeo
		pilo	<i>boy</i>	[boi]	muchacho,
<i>boast</i>	[bəʊst]	v. r.			chico
<i>boat</i>	[bəʊt]	bote, barca	<i>boy-friend</i>	[ˈboɪfrend]	amigo
<i>body</i>	[ˈbɒdi]	cuerpo	<i>brackets</i>	[ˈbrakɪts]	paréntesis an-
<i>boil</i>	[boɪl]	v. r.			gulares
<i>bold</i>	[bəʊld]	valiente, osa-	<i>brain</i>	[breɪn]	cerebro, ta-
		do			lento
<i>Bolivia</i>	[bəˈlɪviə]	Bolivia	<i>brain-fever</i>	[ˈbreɪn'fi:və(r)]	fiebre cere-
<i>bone</i>	[bəʊn]	hueso			bral
<i>bonny</i>	[ˈbɒni]	bonito, lindo	<i>brake</i>	[breɪk]	freno
<i>book</i>	[buk]	libro	<i>branch</i>	[bra:ntʃ]	rama, sucur-
<i>book-case</i>	[ˈbukkeɪs]	armario para			sal
		libros	<i>brandy</i>	[ˈbrændi]	coñac
<i>book-shop</i>	[ˈbukʃɒp]	librería	<i>Brasil</i>	[brəˈzɪl]	Brasil
<i>boot</i>	[bu:t]	bota	<i>brass</i>	[bra:s]	latón (metal)
<i>bore</i>	[bo:(r)]	aburrimien-	<i>brave</i>	[breɪv]	valiente
		to, fastidio	<i>bravely</i>	[ˈbreɪvli]	valientemente
<i>born</i>	[bo:n]	nacido	<i>bread</i>	[bred]	pan
<i>borrow</i>	[ˈbɒrəʊ]	v. r.	<i>breadth</i>	[bredθ]	anchura
<i>both</i>	[bəʊθ]	ambos, los	<i>break</i>	[breɪk]	v. r.
		dos	<i>break</i>	[breɪk]	descanso, re-
<i>bottle</i>	[ˈbɒtl]	botella			creo, inter-
<i>bottling</i>					valo
<i>equipment</i>	[ˈbɒtlɪŋ i'kwɪpmənt]	equipo de em-	<i>break out</i>	[ˈbreɪk 'aut]	comenzar
		botellado	<i>breakages</i>	[ˈbreɪkɪdʒɪz]	roturas, des-
					trozo
<i>bottling</i>			<i>breakfast</i>	[ˈbrekfəst]	desayuno
<i>plant</i>	[ˈbɒtlɪŋ 'plɑ:nt]	planta de em-	<i>breast</i>	[brest]	pecho
		botellado	<i>breath</i>	[breθ]	aliento, respi-
<i>bottom</i>	[ˈbɒtəm]	fondo, pie			ración
<i>bough</i>	[bau]	rama de árbol	<i>breathe</i>	[bri:ð]	v. r.
<i>boundary</i>	[ˈbaʊndəri]	límite, fronte-	<i>breathless</i>	[ˈbreθlɪs]	sin aliento,
		ra			desalentado
<i>bounty</i>	[ˈbaunti]	generosidad,	<i>breeze</i>	[bri:z]	brisa
		liberali-	<i>bridesmaid</i>	[ˈbraɪdzmeɪd]	dama de ho-
		dad			nor

<i>bridge</i>	[brɪdʒ]	puente	<i>bushland</i>	['buʃland]	matorral
<i>bright</i>	[braɪt]	claro, reluciente, vivo	<i>bushy</i>	['buʃi]	matoso, con arbustos
<i>brightly</i>	['braɪtli]	brillante-mente	<i>business</i>	['biznis]	negocio, asunto
<i>brilliant</i>	['brɪljənt]	brillante	<i>business man</i>	['biznis man]	hombre de negocios
<i>bring</i>	[brɪŋ]	v. i.	<i>busy</i>	['bɪzi]	ocupado
<i>bring about</i>	['brɪŋ ə'baʊt]	verificar, efectuar	<i>but</i>	[bʌt/bət]	pero, sino
<i>bring forth</i>	['brɪŋ 'fo:θ]	producir	<i>butcher</i>	['bʌtʃə(r)]	carnicero
<i>bring in</i>	['brɪŋ 'ɪn]	meter	<i>butcher's</i>	['bʌtʃəz]	la carnicería
<i>bring up</i>	['brɪŋ 'ʌp]	criar, educar	<i>butter</i>	['bʌtə(r)]	mantequilla
<i>briskly</i>	['brɪskli]	vivamente, aprisa	<i>button</i>	['bʌtn]	v. r., botón
<i>British</i>			<i>buy</i>	[baɪ]	v. i.
<i>Railways</i>	['brɪtɪʃ 'reɪlweɪz]	Ferrocarriles Británicos	<i>buyer</i>	['baɪə(r)]	comprador
<i>brittle</i>	['brɪtl]	quebradizo, frágil	<i>by</i>	[baɪ]	por, junto a, cerca de
<i>broad</i>	[bro:d]	ancho, amplio	<i>by car</i>	[baɪ 'ka:(r)]	en automóvil
<i>broaden</i>	['bro:dn]	v. r.	<i>by heart</i>	[baɪ 'ha:t]	de memoria
<i>bronze</i>	[brɒnz]	bronce	<i>by means of</i>	[baɪ 'mi:ns əv]	por medio de
<i>brother</i>	['brʌðə(r)]	hermano	<i>by myself</i>	[baɪ maɪ'self]	solo, sin ayuda
<i>brown</i>	[braʊn]	marrón, pardo	<i>by then</i>	[baɪ 'ðen]	para entonces
<i>brush</i>	[brʌʃ]	v. r.	<i>by train</i>	[baɪ 'treɪn]	por tren
<i>brush</i>	[brʌʃ]	cepillo, brocha, matorral	<i>by turns</i>	[baɪ 'tə:nz]	por turno
<i>buck</i>	[bʌk]	gamo	— C —		
<i>bucket</i>	['bʌkɪt]	cubo, balde	<i>cabbage</i>	['kʌbɪdʒ]	col, repollo
<i>buffalo</i>	['bʌfələʊ]	búfalo	<i>café</i>	['kʌfeɪ]	cafetería, café
<i>build</i>	[bɪld]	v. i.	<i>cage</i>	[keɪdʒ]	jaula, montacargas
<i>building</i>	['bɪldɪŋ]	edificio	<i>cake</i>	[keɪk]	pastel, torta
<i>bull</i>	[bul]	toro	<i>Calicut</i>	['kʌlɪkət]	Calcuta
<i>bullet</i>	['bulɪt]	bala	<i>call</i>	[kɔ:l]	v. r.
<i>bullfight</i>	['bulfaɪt]	corrida de toros	<i>call</i>	[kɔ:l]	llamada
<i>bullfighter</i>	['bul'faɪtə(r)]	torero	<i>call bad names</i>	['kɔ:l 'bʌd 'neɪmz]	insultar
<i>bump</i>	[bʌmp]	choque, tope-tazo, sacudida	<i>call in</i>	['kɔ:l 'ɪn]	v. r.
<i>burglar</i>	['bɜ:glə(r)]	ladrón	<i>call on</i>	['kɔ:l 'ɒn]	v. r.
<i>burn</i>	[bɜ:n]	v. i.	<i>call out</i>	['kɔ:l 'aʊt]	v. r.
<i>burn</i>	[bɜ:n]	quemadura	<i>call up</i>	['kɔ:l 'ʌp]	v. r.
<i>bury</i>	['beri]	v. r.	<i>calm</i>	[kɑ:m]	calma, serenidad
<i>bus</i>	[bʌs]	autobús	<i>camp</i>	[kɑmp]	v. r., campamento

<i>can</i>	[kan/kən/kn]	v. i., defectivo	<i>cash down</i>	['kaf 'daun]	dinero en mano
<i>cane</i>	[kein]	caña, caña de azúcar	<i>cashier</i>	['kaʃiə(r)]	cajero
<i>can't help</i>	['ka:nt 'help]	evitar	<i>cast</i>	[ka:st]	v. i.
<i>can't</i>	[ka:nt]	<i>cannot</i>	<i>cast-iron</i>	['ka:st'aiən]	hierro colado
<i>cap</i>	[kap]	gorra	<i>cat</i>	[kat]	gato
<i>capable</i>	['keipəbl]	capaz, idóneo	<i>cataclysm</i>	['katəklizəm]	cataclismo
<i>capacity</i>	[kə'paciiti]	capacidad, suficiencia	<i>catch</i>	[katʃ]	v. i.
<i>cape</i>	[keip]	cabo	<i>catch a cold</i>	['katʃ ə 'kəuld]	resfriarse
<i>capital</i>	['kapitl]	capital, mayúscula	<i>catch alight</i>	['katʃ ə'laɪt]	prenderse fuego, arder
<i>Capitol</i>	['kapitl]	Capitolio	<i>catch fire</i>	['katʃ 'faɪə(r)]	prenderse, incendiarse
<i>captain</i>	['kaptin]	capitán	<i>Cathay</i>	[kə'θei]	Catay, China
<i>car</i>	[ka:(r)]	automóvil, carro	<i>cathedral</i>	[kə'θi:ðrəl]	catedral
<i>caravel</i>	['karəvəl]	carabela	<i>Catholic</i>	['kaθəlic]	católico
<i>carbon</i>	['ka:bən]	carbón, papel carbón	<i>cattle</i>	['katl]	ganado (n.)
<i>card</i>	[ka:d]	tarjeta, naipes	<i>cause</i>	[kə:z]	v. r.
<i>care</i>	[kɛə(r)]	cuidado, atención, zozobra	<i>cause</i>	[kə:z]	causa, origen
<i>care for</i>	['kɛə fo:(r)]	v. r.	<i>cave</i>	[keiv]	cueva, gruta
<i>career</i>	[kə'riə(r)]	carrera, profesión	<i>cease</i>	[si:s]	v. r.
<i>careful</i>	['kɛəfʊl]	cuidadoso, prudente	<i>ceiling</i>	['si:lɪŋ]	techo
<i>carefully</i>	['kɛəfʊli]	cuidadosamente	<i>celebrate</i>	['selibreɪt]	v. r.
<i>careless</i>	['kɛəlis]	descuidado, indolente	<i>celebration</i>	[seli'breɪʃən]	celebración, solemnidad
<i>carelessly</i>	['kɛəlisli]	descuidadamente, sin esmero	<i>cellar</i>	['selə(r)]	bodega
<i>carol</i>	['karəl]	villancico, aguinaldo	<i>cello-tape</i>	['tʃələuteɪp]	cinta adhesiva
<i>carpet</i>	['ka:pɪt]	alfombra	<i>cent</i>	[sent]	centavo, céntimo
<i>carriage</i>	['karɪdʒ]	coche de tren	<i>centre</i>	['sentə(r)]	centro
<i>cart</i>	[ka:t]	carreta	<i>centrifuge</i>	[sen'trɪfʃʊɡ]	centrífuga
<i>carry</i>	['kəri]	v. r.	<i>century</i>	['sentʃuri]	siglo, centuria
<i>carry out</i>	['kəri 'aut]	v. r.	<i>ceremony</i>	['seriməni]	ceremonia
<i>carving-knife</i>	['ka:vɪŋnaɪf]	trinchante	<i>certain</i>	['sə:tən]	cierto, determinado
<i>case</i>	[keɪs]	caso, caja	<i>certainly</i>	['sə:tənli]	ciertamente, sin duda
<i>cash</i>	[kaʃ]	dinero contante, efectivo	<i>chain</i>	[tʃeɪn]	cadena
			<i>chair</i>	[tʃɛə(r)]	silla
			<i>chalk</i>	[tʃo:k]	tiza, yeso
			<i>challenge</i>	['tʃalɪndʒ]	v. r.
			<i>challenge</i>	['tʃalɪndʒ]	desafío, reto
			<i>champagne</i>	[ʃəm'peɪn]	champán
			<i>chance</i>	[tʃa:ns]	v. r.
			<i>chance</i>	[tʃa:ns]	suerte, azar

<i>change</i>	[tʃeɪndʒ]	cambio	<i>chromo-</i>		
<i>change</i>	[tʃeɪndʒ]	v. r.	<i>some</i>	[ˈkrəʊməsəʊm]	cromosoma
<i>change into,</i> <i>to</i>	[ˈtʃeɪndʒ ˈɪntu/tu]	v. r.	<i>chuck</i>	[tʃʌk]	v. r.
<i>chapel</i>	[ˈtʃæpəl]	capilla	<i>church</i>	[tʃɜːtʃ]	iglesia
<i>character</i>	[ˈkærɪktə(r)]	personaje, pa- pel (teatro), carácter	<i>cigarette</i>	[sɪgəˈret]	cigarrillo
<i>characteris-</i> <i>tic</i>	[kærɪktəˈrɪstɪk]	característi- co, propio	<i>cinema</i>	[ˈsɪnəmə]	cine
<i>charge</i>	[tʃɑːdʒ]	v. r.	<i>circle</i>	[ˈsəːkl]	círculo
<i>charming</i>	[ˈtʃɑːmɪŋ]	encantador, agradable	<i>circums-</i> <i>tance</i>	[ˈsəːkəmstəns]	circunstancia
<i>cheap</i>	[tʃiːp]	barato	<i>circus</i>	[ˈsəːkəs]	circo
<i>check</i>	[tʃek]	v. r.	<i>citizen</i>	[ˈsɪtɪzn]	ciudadano
<i>check-over</i>	[ˈtʃek ˈəʊvə(r)]	inspección, revisión	<i>city</i>	[ˈsɪti]	ciudad
<i>cheek</i>	[tʃiːk]	mejilla	<i>civilization</i>	[sɪvɪlaɪˈzeɪʃən]	civilización
<i>cheer</i>	[tʃiə(r)]	v. r.	<i>clap</i>	[klap]	v. r.
<i>cheerful</i>	[ˈtʃiəfʊl]	alegre, jovial	<i>class</i>	[klaːs]	clase
<i>cheerfulness</i>	[ˈtʃiəfʊlnɪs]	alegría, buen humor	<i>classic</i>	[ˈklæsɪk]	clásico (autor)
<i>cheese</i>	[tʃiːz]	queso	<i>classical</i>	[ˈklæsɪkəl]	clásico (a.)
<i>chemist</i>	[ˈkemɪst]	químico, far- macéutico	<i>classroom</i>	[ˈklaːsrum]	clase, aula
<i>chess</i>	[tʃes]	ajedrez	<i>clause</i>	[kloːz]	cláusula
<i>chest</i>	[tʃest]	pecho	<i>clean</i>	[kliːn]	limpio, asea- do
<i>chestnut</i>	[ˈtʃesnʌt]	castaña	<i>clean</i>	[kliːn]	v. r.
<i>chicken</i>	[ˈtʃɪkɪn]	pollo	<i>clear</i>	[kliə(r)]	claro, despe- jado
<i>chicken-</i> <i>cholera</i>	[ˈtʃɪkɪn- ˈkɒləərə]	forma benigna del có- lera	<i>clear of</i>	[ˈkliər əv]	sin contacto
<i>chief</i>	[tʃiːf]	jefe, principal	<i>cleary</i>	[ˈkliəli]	claramente, evidente- mente
<i>child</i>	[tʃaɪld]	niño	<i>clerk</i>	[klaːk]	empleado,
<i>childhood</i>	[ˈtʃaɪldhʊd]	infancia, ni- ñez	<i>clever</i>	[ˈklevə(r)]	dependiente
<i>children</i>	[ˈtʃɪldrən]	niños	<i>cleverness</i>	[ˈklevənɪs]	inteligente
<i>chimney</i>	[ˈtʃɪmni]	chimenea	<i>cliff</i>	[klɪf]	talento, des- treza
<i>chocolate</i>	[ˈtʃɒkəlɪt]	chocolate	<i>climb</i>	[klaɪm]	risco, acanti- lado
<i>choice</i>	[tʃɔɪs]	elección, se- lección	<i>climber</i>	[ˈklaɪmə(r)]	v. r.
<i>choose</i>	[tʃuːz]	v. i.	<i>cling</i>	[klɪŋ]	escalador
<i>christen</i>	[ˈkrɪsn]	v. r.	<i>clock</i>	[klɒk]	v. i.
<i>Christmas</i>	[ˈkrɪsməs]	Navidad	<i>close</i>	[kləʊz]	reloj de pared
			<i>close</i>	[kləʊs]	v. r.
			<i>cloth</i>	[klɒθ]	cerrado, ínti- mo
			<i>clothes</i>	[ˈkləʊðz]	tela, paño
			<i>clothing</i>	[ˈkləʊðɪŋ]	vestidos, ropa
			<i>cloud</i>	[klaʊd]	vestidos, ropa
			<i>clown</i>	[klaʊn]	nube
			<i>clutch</i>	[klʌtʃ]	payaso
					v. r.

<i>coal</i>	[kəul]	carbón	<i>companion</i>	[kəm'panjən]	compañero
<i>coast</i>	[kəust]	v. r.	<i>companion-</i>		
<i>coast</i>	[kəust]	costa	<i>ship</i>	[kəm'panjən- ʃip]	compañeris- mo
<i>coat</i>	[kəut]	chaqueta, pal- tó	<i>company</i>	[ˈkʌmpəni]	compañía
<i>cock</i>	[kɒk]	gallo	<i>compare</i>	[kəm'pɛə(r)]	v. r.
<i>cocked</i>	[kɒkt]	montado, erguido	<i>compart-</i>		
<i>cocktail</i>	[ˈkɒkteil]	cóctel	<i>ment</i>	[kəm'pa:t- mənt]	departamen- to
<i>coco-nut oil</i>	[ˈkəukənʌt 'oil]	aceite de coco	<i>compass</i>	[ˈkʌmpəs]	brújula
<i>coffee</i>	[ˈkɒfi]	café	<i>compensa-</i>		
<i>coin</i>	[kɔin]	moneda	<i>tion</i>	[kɒmpen- 'seɪʃən]	compensa- ción
<i>cola</i>	[kəuk]	coca-cola	<i>complain</i>	[kəm'pleɪn]	v. r.
<i>cold</i>	[kəuld]	frío	<i>complaint</i>	[kəm'pleɪnt]	queja
<i>collar</i>	[ˈkɒlə(r)]	cuello (de ca- misa etc.)	<i>complement</i>	[ˈkɒmplɪmənt]	tripulación, comple- mento
<i>collect</i>	[kə'lekt]	v. r.	<i>complete</i>	[kəm'pli:t]	v. r.
<i>college</i>	[ˈkɒlɪdʒ]	colegio	<i>completely</i>	[kəm'pli:tli]	completa- mente, to- talmente
<i>colony</i>	[ˈkɒləni]	colonia	<i>compliment</i>	[ˈkɒmplɪmənt]	galantería, re- quiebro
<i>colour</i>	[ˈkʌlə(r)]	color	<i>compose</i>	[kəm'pəʊz]	v. r.
<i>colour</i>	[ˈkʌlə(r)]	v. r.	<i>comprehen-</i>		
<i>comb</i>	[kəʊm]	v. r.	<i>sive</i>	[kɒmpri- 'hensɪv]	comprensi- vo, amplio
<i>comb</i>	[kəʊm]	peine	<i>concentrate</i>	[ˈkɒnsentreɪt]	v. r.
<i>come</i>	[kʌm]	v. i.	<i>conductor</i>	[kən'dʌktə(r)]	cobrador, di- rector or- questa
<i>come across</i>	[ˈkʌm ə'kros]	tropezarse con	<i>confident</i>	[ˈkɒnfɪdənt]	seguro, con- fiado
<i>come back</i>	[ˈkʌm 'bʌk]	regresar	<i>confine</i>	[kən'faɪn]	v. r.
<i>come</i>			<i>confirm</i>	[kən'fə:m]	v. r.
<i>forward</i>	[ˈkʌm 'fɔ:wəd]	presentarse. hacer acto de presen- cia	<i>congratulate</i>	[kən'gratjuleɪt]	v. r.
<i>come in,</i>			<i>congratula-</i>		
<i>into</i>	[ˈkʌm 'ɪn/ɪntu]	entrar	<i>tion</i>	[kəngratju- 'leɪʃən]	felicitación, enhorabue- na
<i>come out</i>	[ˈkʌm 'aʊt]	salir	<i>connection</i>	[kə'nekʃən]	conexión, en- lace
<i>comedy</i>	[ˈkɒmədi]	comedia	<i>conquer</i>	[ˈkɒŋkə(r)]	v. r.
<i>comfort</i>	[ˈkʌmfət]	v. r.			
<i>comfort</i>	[ˈkʌmfət]	comodidad, bienestar			
<i>comfortable</i>	[ˈkʌmfətəbl]	cómodo, con- fortable			
<i>command</i>	[kə'ma:nd]	v. r.			
<i>command</i>	[kə'ma:nd]	orden, auto- ridad			
<i>commander</i>	[kə'ma:ndə(r)]	jefe, capitán			
<i>commit</i>	[kə'mɪt]	v. r.			
<i>commodity</i>	[kə'mɒdɪti]	producto, mercancía			
<i>commotion</i>	[kə'məʊʃən]	conmoción, agitación			

<i>conquest</i>	['kɒŋkwɛst]	conquista	<i>copper cuts</i>	['kɒpəkʌtʒ]	grabados en cobre
<i>consider</i>	[kən'sɪdə(r)]	v. r.	<i>copy</i>	['kɒpi]	v. r.
<i>consider- able</i>	[kən'sɪdərəbl]	importante, cuantioso	<i>copy-book</i>	['kɒpɪbuk]	cuaderno
<i>consist</i>	[kən'sɪst]	v. r.	<i>cork</i>	[kɔ:k]	corcho
<i>consolation</i>	[kɒnsə'leɪʃən]	consolación, consuelo	<i>corn</i>	[kɔ:n]	maíz, cereal
<i>constant</i>	['kɒnstənt]	constante, perma- nente	<i>corned-beef</i>	['kɔ:ndbi:f]	carne en lata
<i>constantly</i>	['kɒnstəntli]	constante- mente	<i>corner</i>	['kɔ:nə(r)]	rincón, es- quina
<i>constitution</i>	[kɒnstɪ'tju:- ʃən]	constitución	<i>coronation</i>	[kɒrə'neiʃən]	coronación
<i>constructor</i>	[kən'strʌktə(r)]	constructor	<i>correct</i>	[kə'rekt]	correcto, bien
<i>consulting engineer</i>	[kən'sʌltɪŋ endʒɪ'niə(r)]	ingeniero, asesor	<i>correspond</i>	[kɒrɪs'pɒnd]	v. r.
<i>container</i>	[kən'teɪnə(r)]	recipiente, recep- táculo	<i>corridor</i>	['kɒrɪdɔ:(r)]	pasillo, corre- dor
<i>contempor- ary</i>	[kən'tempərəri]	contempo- rario	<i>cost</i>	[kɒst]	v. r.
<i>continent</i>	['kɒntɪnənt]	continente	<i>cost</i>	[kɒst]	costo, pre- cio
<i>continue</i>	[kən'tɪnju]	v. r.	<i>costly</i>	['kɒstli]	costoso, caro
<i>continuous</i>	[kən'tɪnjuəs]	continuo	<i>cottage</i>	['kɒtɪdʒ]	casita, choza
<i>contract</i>	['kɒntrakt]	contrato, convenio	<i>cotton</i>	['kɒtn]	algodón
<i>control</i>	[kən'trəʊl]	mando, con- trol	<i>couch</i>	[kaʊtʃ]	sofá, cama
<i>controversy</i>	['kɒntrəvɜ:sɪ]	controversia, polémica	<i>cough</i>	[kɔ:f]	v. r.
<i>convention- al</i>	[kən'venfənəl]	convencional	<i>cough</i>	[kɔ:f]	tos
<i>conversa- tion</i>	[kɒnvə'seɪʃən]	conversación	<i>could</i>	[kud/kəd]	de <i>can</i>
<i>convert</i>	[kən'vɜ:tə(r)]	convertidor	<i>couldn't</i>	['kudənt]	<i>could not</i>
<i>convince</i>	[kən'vɪns]	v. r.	<i>count</i>	[kaʊnt]	v. r.
<i>convinced</i>	[kən'vɪnst]	convencido	<i>counten- ance</i>	['kaʊntɪnəns]	semblante, cara, rostro
<i>cook</i>	[kuk]	v. r.	<i>counter</i>	['kaʊntə(r)]	mostrador
<i>cook</i>	[kuk]	cocinero	<i>countless</i>	['kaʊntlɪs]	innumerable
<i>cooking-fat</i>	['kukɪŋ fat]	manteca de guisar	<i>country</i>	['kʌntri]	campo, cam- piña
<i>cool</i>	[ku:l]	fresco (a.)	<i>(a) country (the)</i>	[(ə) 'kʌntri]	(un) país
<i>coop</i>	[ku:p]	gallinero	<i>country</i>	[(ðə) 'kʌntri]	(el) campo
<i>copper</i>	['kɒpə(r)]	cobre	<i>couple</i>	['kʌpl]	par, pareja
			<i>courage</i>	['kʌrɪdʒ]	coraje, valor, ánimo
			<i>courageous</i>	[kə'reɪdʒəs]	valiente, va- leroso
			<i>course</i>	[kɔ:s]	curso, carrera
			<i>court</i>	[kɔ:t]	patio, corte
			<i>court</i>	[kɔ:t]	v. r.
			<i>court-yard</i>	['kɔ:t'jɑ:d]	patio
			<i>cousin</i>	['kʌzn]	primo o pri- ma
			<i>cover</i>	['kʌvə(r)]	v. r.
			<i>cover</i>	['kʌvə(r)]	tapa, venda



<i>cow</i>	[kau]	vaca	<i>current</i>	['kʌrənt]	corriente, co- mún
<i>coward</i>	['kauəd]	cobarde	<i>curtain</i>	['kə:tn]	cortina, telón
<i>cowpox</i>	['kaupoks]	vacuna (en- fermedad)	<i>curtain call</i>	['kə:tn 'ko:l]	llamada
<i>crack</i>	[krak]	hendidura, depresión	<i>custom</i>	['kʌstəm]	costumbre, hábito
<i>crack</i>	[krak]	v. r.	<i>customer</i>	['kʌstəmə(r)]	cliente
<i>cradle</i>	['kreɪdl]	cuna	<i>customs</i>	['kʌstəmz]	aduanas
<i>craft</i>	['kra:ft]	vehículo, em- barcación	<i>cut</i>	[kʌt]	v. i.
<i>crash</i>	[kraʃ]	v. r.	<i>cut</i>	[kʌt]	cortada, corte
<i>crawl</i>	[kro:l]	<i>crawl</i> (na- tación)	<i>cut off</i>	['kʌt 'ɒf]	amputar, cortar
<i>cream</i>	[kri:m]	crema	<i>cutlery</i>	['kʌtləri]	cuchillería
<i>create</i>	[kri'eɪt]	v. r.	<i>cylindrical</i>	[si'lɪndrɪkəl]	cilíndrico
<i>creature</i>	['kri:tʃə(r)]	criatura, ser viviente	<i>Cyprus</i>	['saɪprəs]	Chipre
<i>credit</i>	['kredit]	v. r.	— D —		
<i>creek</i>	[kri:k]	ría			
<i>creep</i>	[kri:p]	v. i.	<i>daddy</i>	['dadi]	papá, papáito
<i>crime</i>	[kraim]	crimen, ofensa	<i>daffodil</i>	['dʌfədɪl]	narciso
<i>critic</i>	['kɪtɪk]	crítico, censor	<i>daft</i>	[da:ft]	bobó, chifla- do, loco
<i>cross</i>	[kros]	v. r.	<i>damage</i>	['dʌmɪdʒ]	daño, sinies- tro
<i>crowd</i>	[kraud]	gentío mul- titud	<i>damp</i>	[dʌmp]	húmedo, mo- jado
<i>crowded</i>	['kraudid]	atestado, amonto- nado	<i>dance</i>	[da:ns]	baile
<i>crown</i>	[kraun]	v. r.	<i>dance</i>	[da:ns]	v. r.
<i>crown</i>	[kraun]	corona	<i>dancer</i>	['da:nsə(r)]	danzante, bailador
<i>crucible</i>	['kru:sɪbl]	crisol	<i>danger</i>	['deɪndʒə(r)]	peligro
<i>crude</i>	[kru:d]	crudo, no refinado	<i>dangerous</i>	['deɪndʒərəs]	peligroso
<i>cry</i>	[krai]	v. r.	<i>dare</i>	[deə(r)]	atreverse
<i>cry out</i>	['krai 'aʊt]	v. r.	<i>daring</i>	['deərɪŋ]	osado, teme- rario
<i>culprit</i>	['kʌlprɪt]	reo, delin- cuente	<i>dark</i>	[da:k]	oscuro
<i>cultivation</i>	[kʌlti'veɪʃən]	cultivo, cul- tivación	<i>dark- skinned</i>	['da:k'skɪnd]	de piel oscura.
<i>cumber- some</i>	['kʌmbəsəm]	engorroso, incómodo	<i>dart</i>	[da:t]	v. r.
<i>cup</i>	[kʌp]	taza, copa	<i>dash</i>	[dʌʃ]	v. r.
<i>cupboard</i>	['kʌbəd]	armario	<i>date</i>	[deɪt]	fecha, cita
<i>cure</i>	[kjʊə(r)]	v. r.	<i>daughter</i>	['do:tə(r)]	hija
<i>curse</i>	[kə:s]	maldición	<i>dawn</i>	[do:n]	alba, aurora, madrugada
<i>currant</i>	['kʌrənt]	grosella	<i>day</i>	[deɪ]	día
			<i>daylight</i>	['deɪlaɪt]	luz del día

<i>dead</i>	[ded]	muerto	<i>deluded</i>	[di'lu:did]	engañado
<i>deal</i>	[di:l]	parte, porción	<i>demand</i>	[di'ma:nd]	v. r.
<i>deal with</i>	[di:l wið]	tratar con, traficar	<i>Denmark</i>	['denma:k]	Dinamarca
<i>dear</i>	[diə(r)]	caro, querido	<i>denounce</i>	[di'nauns]	v. r.
<i>death</i>	[deθ]	muerte	<i>dentist</i>	['dentist]	dentista
<i>debate</i>	[di'beit]	debate	<i>deny</i>	[di'nai]	v. r.
<i>debt</i>	[det]	deuda	<i>depart</i>	[di'pa:t]	v. r.
<i>decarbonize</i>	[di:'ka:bənaiz]	v. r.	<i>department</i>	[di'pa:tmənt]	departamento
<i>decay</i>	[di'kei]	v. r.	<i>depend on</i>	[di'pend 'on]	v. r.
<i>decay</i>	[di'kei]	decadencia, ruina	<i>depth</i>	[depθ]	profundidad
<i>deceit</i>	[di'si:t]	engaño, falsedad	<i>derrick</i>	['derik]	torre de sondeo
<i>deceive</i>	[di'si:v]	v. r.	<i>descend</i>	[di'send]	v. r.
<i>December</i>	[di'sembə(r)]	diciembre	<i>descendant</i>	[di'sendənt]	descendiente
<i>decide</i>	[di'said]	v. r.	<i>describe</i>	[dis'kraib]	v. r.
<i>declare</i>	[di'kleə(r)]	v. r.	<i>description</i>	[dis'kripʃən]	descripción
<i>decor</i>	[di'keiə(r)]	decoración	<i>desert</i>	[di'zə:t]	v. r.
<i>decorate</i>	[di'keiəreit]	v. r.	<i>desert</i>	['dezət]	desierto, yermo
<i>decorator</i>	[di'keiəreitə(r)]	decorador	<i>deserted</i>	[di'zə:tid]	abandonado
<i>dedicate</i>	[di'dikeit]	v. r.	<i>deserve</i>	[di'zə:v]	v. r.
<i>deed</i>	[di:d]	hazaña, hecho	<i>design</i>	[di'zain]	v. r.
<i>deep</i>	[di:p]	profundo, hondo	<i>desirable</i>	[di'zaiərəbl]	deseable
<i>deeply</i>	[di:pli]	profundamente	<i>desire</i>	[di'zaiə(r)]	v. r.
<i>deer</i>	[diə(r)]	ciervo, venado	<i>desk</i>	[desk]	pupitre, escritorio
<i>defence</i>	[di'fens]	defensa	<i>desperate</i>	['despərit]	desesperado, perdido
<i>defend</i>	[di'fend]	v. r.	<i>destroy</i>	[dis'troi]	v. r.
<i>defendant</i>	[di'fendənt]	reo, acusado	<i>destruction</i>	[dis'trækʃən]	destrucción
<i>definitely</i>	[di'finitli]	definitivamente	<i>detail</i>	['di:teil]	detalle
<i>degree</i>	[di'gri:]	grado	<i>determine</i>	[di'tə:min]	v. r.
<i>delay</i>	[di'lei]	demora	<i>detest</i>	[di'test]	v. r.
<i>delay</i>	[di'lei]	v. r.	<i>develop</i>	[di'veləp]	v. r.
<i>deliberation</i>	[dilibə'reiʃən]	deliberación, reflexión	<i>development</i>	[di'veləpmənt]	desarrollo, crecimiento
<i>delight</i>	[di'lait]	delicia, placer	<i>devil</i>	['devl]	demonio, diablo
<i>delightful</i>	[di'laitful]	delicioso	<i>devote</i>	[di'vəut]	v. r.
<i>deliver</i>	[di'livə(r)]	v. r.	<i>dial</i>	['daiəl]	v. r.
<i>deliver from</i>	[di'livə frəm]	v. r.	<i>diamond</i>	['daimənd]	diamante
<i>deliverance</i>	[di'livərəns]	liberación, recate	<i>dictionary</i>	['dikʃənri]	diccionario
<i>delivery</i>	[di'livəri]	entrega	<i>did</i>	[did]	de to do
			<i>didn't</i>	['didnt]	did not
			<i>die</i>	[dai]	v. r., matriz, troquel
			<i>die out</i>	['dai 'aut]	extinguirse
			<i>different</i>	['difrənt]	diferente

<i>difficult</i>	['difɪkəlt]	difícil	<i>dispose</i>	[dis'pəuz]	v. r.
<i>difficulty</i>	['difɪkəlti]	dificultad	<i>disposed</i>	[dis'pəuzd]	dispuesto
<i>dig</i>	[dɪg]	v. i.	<i>distance</i>	['distəns]	distancia
<i>dignity</i>	['dɪgnɪti]	dignidad, nobleza	<i>distinct</i>	[dis'tɪŋkt]	distinto, cla- ro, preciso
<i>diligent</i>	['dɪlɪdʒənt]	diligente, aplicado	<i>distinguish- ed</i>	[dis'tɪŋgwɪft]	distinguido
<i>dim</i>	[dɪm]	oscuro, som- brío	<i>distress</i>	[dis'tres]	dolor, angus- tia, pena
<i>diminish</i>	[dɪ'mɪnɪʃ]	v. r.	<i>disturb</i>	[dis'tə:b]	v. r.
<i>dine</i>	[daɪn]	v. r.	<i>disturbance</i>	[dis'tə:bəns]	inconvienien- te, desor- den
<i>dining-room</i>	['daɪnɪŋrʊm]	comedor			
<i>dinner</i>	['dɪnə(r)]	comida	<i>dive</i>	[daɪv]	v. r.
<i>dinner- service</i>	['dɪnə'sə:vɪs]	vajilla	<i>divest</i>	[daɪ'vest]	v. r.
<i>dinner-set</i>	['dɪnəsət]	vajilla	<i>do</i>	[du:/du]	v. i.
<i>diplomatic</i>	[dɪplə'matɪk]	diplomático (a.)	<i>do with</i>	['du: wɪð]	arreglárselas uno
<i>direct</i>	[dɪ'rekt]	directo	<i>do without</i>	['du: wɪð'aut]	pasar sin
<i>direction</i>	[dɪ'rekʃən]	dirección	<i>doctor</i>	['dɒktə(r)]	médico, doc- tor
<i>director</i>	[dɪ'rektə(r)]	director	<i>document</i>	['dɒkjʊment]	documento
<i>dirt</i>	[dɜ:t]	suciedad, ba- sura	<i>does</i>	[dʌz/dəs/dz]	de <i>to do</i>
<i>dirty</i>	['dɜ:ti]	sucio	<i>doesn't</i>	['dʌzənt]	<i>does not</i>
<i>dis —</i>	[dis-]	(prefijo)	<i>dog</i>	[dɒg]	perro
<i>disadvan- tage</i>	[disəd'vɑ:n tɪdʒ]	desventaja	<i>doll</i>	[dɒl]	muñeca
<i>disappear</i>	[disə'piə(r)]	v. r.	<i>dollar</i>	['dɒlə(r)]	dólar
<i>disaster</i>	[dɪ'zɑ:stə(r)]	desastre, des- gracia	<i>— dom</i>	[-dəm]	(sufijo)
<i>disbelieve</i>	['disbi'li:v]	v. r.	<i>dome</i>	[dəʊm]	cúpula
<i>discomfort</i>	[dis'kʌmfət]	incomodidad, modestia	<i>domestic</i>	[dɒ'mestɪk]	doméstico
<i>discover</i>	[dis'kʌvə(r)]	v. r.	<i>domination</i>	[dɒmɪ'neɪʃən]	dominación
<i>discoverer</i>	[dis'kʌvərə(r)]	descubridor	<i>donkey</i>	['dɒŋki]	burro
<i>discovery</i>	[dis'kʌvəri]	descubrimien- to, invento	<i>don't</i>	[dəʊnt]	<i>do not</i>
<i>discuss</i>	[dis'kʌs]	v. r.	<i>don't mind!</i>	['dəʊnt 'maɪnd]	no importa
<i>disease</i>	[dɪ'zi:z]	enfermedad	<i>doom</i>	[du:m]	v. r.
<i>disfavour</i>	['dis'feɪvə(r)]	desaprobación, dis- gusto	<i>door</i>	[dɔ:(r)]	puerta
<i>dishonest</i>	[dis'ɒnɪst]	falso, malo	<i>door-handle</i>	['dɔ: 'hændl]	agarradero, aldaba
<i>dislike</i>	[dis'laɪk]	v. r.	<i>door-way</i>	['dɔ:wei]	puerta, en- trada
<i>dismal</i>	['dɪzməl]	triste, lúgubre	<i>doth</i>	[dʌθ]	<i>does</i> (anti- cuado)
<i>dismount</i>	['dis'maʊnt]	v. r.	<i>doubt</i>	[daʊt]	duda
<i>disobey</i>	['disə'bei]	v. r.	<i>doubtful</i>	['daʊtful]	dudoso
<i>disorder</i>	[dis'ɔ:də(r)]	desorden	<i>down</i>	[daʊn]	abajo (prepo- sición)
			<i>downstairs</i>	['daʊn'steɪz]	en el piso de abajo
			<i>dozen</i>	['dʌzn]	docena

<i>draft</i>	[dra:f]	v. r.	<i>duke</i>	[dju:k]	duque
<i>drain</i>	[drein]	v. r.	<i>dull</i>	[dʌl]	desanimado,
<i>drake</i>	[dreik]	pato			triste
<i>dramatist</i>	[ˈdramətist]	autor dramá- tico, dra- maturgo	<i>during</i>	[ˈdjuəriŋ]	durante
			<i>dust</i>	[dʌst]	v. r.
			<i>dust</i>	[dʌst]	polvo
<i>draught</i>	[dra:ft]	borrador, an- teproyecto	<i>duster</i>	[ˈdʌstə(r)]	quitapolvos, borrador
<i>draw</i>	[dro:]	v. i.	<i>dusty</i>	[ˈdʌsti]	polvoriento
<i>draw off</i>	[ˈdro: ˈof]	sacar, extraer	<i>duty</i>	[ˈdju:ti]	deber
<i>drawer</i>	[dro:(r)]	cajón, gaveta	<i>dwelling</i>	[ˈdweliŋ]	vivienda, morada
<i>drawing</i>	[ˈdro:iŋ]	dibujo			
<i>dreadful</i>	[ˈdredfʊl]	terrible, es- pantoso	<i>dying</i>	[ˈdaɪiŋ]	moribundo
<i>dream</i>	[dri:m]	v. i.			
<i>dream</i>	[dri:m]	sueño			
<i>dress</i>	[dres]	v. r.			
<i>dress</i>	[dres]	vestido			
<i>dress-maker</i>	[ˈdresˈmeikə(r)]	modista			
<i>drier</i>	[ˈdraɪə(r)]	secador			
<i>drink</i>	[drɪŋk]	v. i.	<i>each</i>	[i:tʃ]	cada
<i>drink</i>	[drɪŋk]	bebida, trago	<i>each other</i>	[i:tʃ ˈʌðə(r)]	se (uno al otro)
<i>drinking- trough</i>	[ˈdrɪŋkiŋtroʊf]	abrevadero	<i>eager</i>	[ˈi:ɡə(r)]	ávido, ansioso
<i>drive</i>	[draɪv]	v. i.	<i>ear</i>	[iə(r)]	oído, oreja
<i>drive back</i>	[ˈdraɪv ˈbʌk]	hacer retroce- der, regre- sar en ve- hículo	<i>ear of corn</i>	[ˈiər əv ˈko:n]	espiga
			<i>early</i>	[ˈə:li]	temprano
<i>drive out</i>	[ˈdraɪv ˈaʊt]	echar por la fuerza	<i>earn</i>	[ə:n]	v. r.
<i>drive your- self car</i>	[ˈdraɪv jo:ˈself ˈka:]	automóvil de autocon- ducción	<i>earnings</i>	[ˈə:niŋz]	salario, jornal
			<i>earth</i>	[ə:θ]	tierra
			<i>(the) Earth</i>	[(ði) ˈə:θ]	(la) tierra
			<i>earthen</i>	[ˈə:θən]	térreo, de barro
<i>drop</i>	[drɒp]	v. r.	<i>easily</i>	[ˈi:zili]	fácilmente
<i>drop</i>	[drɒp]	gota	<i>east</i>	[i:st]	(el) Este
<i>drown</i>	[draʊn]	v. r.	<i>eastern</i>	[ˈi:stən]	oriental
<i>drowned</i>	[draʊnd]	ahogado	<i>eastward</i>	[ˈi:stwəd]	hacia el Este
<i>drug</i>	[drʌɡ]	droga	<i>easy</i>	[ˈi:zi]	fácil
<i>drum</i>	[drʌm]	v. r.	<i>eat</i>	[i:t]	v. i.
<i>drum</i>	[drʌm]	tambor	<i>eat up</i>	[ˈi:t ˈʌp]	comer, devorar
<i>drunken</i>	[ˈdrʌŋkən]	borracho	<i>economic</i>	[i:kəˈnomik]	económico
<i>dry</i>	[draɪ]	v. r.	<i>economical</i>	[i:kəˈnomikəl]	económico, frugal
<i>dry</i>	[draɪ]	seco	<i>edge</i>	[edʒ]	extremo, borde
<i>dry up</i>	[ˈdraɪ ˈʌp]	secar la loza	<i>educated</i>	[ˈedjukeɪtɪd]	educado, formado
<i>duck</i>	[dʌk]	pato, pata	<i>education</i>	[edjuˈkeɪʃən]	educación
<i>ducking</i>	[ˈdʌkiŋ]	zambullida			

— E —

<i>effect</i>	[i'fekt]	efecto, resultado	<i>enable</i>	[i'neibl]	v. r.
<i>efficient</i>	[i'fi:fənt]	eficiente, activo	<i>encamp- ment</i>	[in'kampmənt]	campamento
<i>egg</i>	[eg]	huevo	<i>enclose</i>	[in'kləuz]	v. r.
<i>egoism</i>	[egəuizəm]	egoísmo	<i>encourage</i>	[in'kærɪdʒ]	v. r.
<i>Egypt</i>	[i'dʒɪpt]	Egipto	<i>encouraging</i>	[in'kærɪdʒɪŋ]	alentador
<i>Egyptian</i>	[i'dʒɪpʃən]	egipcio	<i>end</i>	[end]	fin, extremidad
<i>eight</i>	[eit]	ocho	<i>endure</i>	[in'djuə(r)]	v. r.
<i>eighteen</i>	[ei'ti:n]	dieciocho	<i>enemy</i>	[enimi]	enemigo
<i>eighty</i>	[eiti]	ochenta	<i>energy</i>	[enədʒi]	energía, fuerza
<i>either</i>	[aiðə(r)]	uno u otro, ambos	<i>enfeebled</i>	[in'fi:bld]	debilitado
<i>elbow</i>	[elbəu]	codo, brazo de sillón	<i>engage</i>	[in'geɪdʒ]	v. r.
<i>elder</i>	[eldə(r)]	de <i>old</i>	<i>engaged</i>	[in'geɪdʒd]	c o mprometi- do, ocupado
<i>electric heater</i>	[i'lektrik 'hi:tə(r)]	calentador eléctrico	<i>engine</i>	[endʒɪn]	máquina, motor
<i>element</i>	[elɪmənt]	elemento	<i>engineer</i>	[endʒɪ'niə(r)]	ingeniero
<i>elephant</i>	[elɪfənt]	elefante	<i>engineering</i>	[endʒɪ'niəriŋ]	ingeniería
<i>eleven</i>	[i'levən]	once	<i>England</i>	[ɪŋɡlənd]	Inglaterra
<i>elk</i>	[elk]	anta, alce	<i>English</i>	[ɪŋɡlɪʃ]	inglés
<i>eloquent</i>	[eləkwənt]	elocuente	<i>Englishman</i>	[ɪŋɡlɪʃmən]	inglés (n.)
<i>else</i>	[els]	más, además, si no	<i>English- woman</i>	[ɪŋɡlɪʃ'wʊmən]	inglesa (n.)
<i>embarrass- ed</i>	[im'barəst]	turbado, des- concertado	<i>enjoy</i>	[in'dʒɔɪ]	v. r.
<i>embarrass- ing</i>	[im'barəsɪŋ]	embarazoso, desconcerta- do	<i>enjoyable</i>	[in'dʒɔɪəbl]	agradable, deleitable
<i>embroidery</i>	[im'broidəri]	bordado (n.)	<i>enjoyment</i>	[in'dʒɔɪmənt]	disfrute, goce
<i>emigrant</i>	[emɪgrənt]	emigrante	<i>enormous</i>	[i'no:məs]	enorme
<i>emit</i>	[i'mit]	v. r.	<i>enough</i>	[i'nʌf]	suficiente, bastante
<i>empire</i>	[em'paɪə(r)]	imperio	<i>enraged</i>	[in'reɪdʒd]	enfurecido, irritado
<i>employee</i>	[em'plɔɪ'i]	empleado	<i>enter</i>	[ɪntə(r)]	v. r.
<i>employment</i>	[im'plɔɪmənt]	empleo, ocupación	<i>entertain</i>	[entə'teɪn]	v. r.
<i>empty</i>	[emptɪ]	vacío	<i>entertain- ment</i>	[entə'teɪnmənt]	acogida, agasajo, e n t r e t e n i- miento
<i>empty- handed</i>	[emptɪ'hændɪd]	con las ma- nos vacías	<i>enthusiasm</i>	[in'θju:zɪəzəm]	entusiasmo
— <i>ence</i> ,			<i>entirely</i>	[ɪn'taɪəli]	enteramente, del todo
— <i>ance</i>	[—ns, —əns]	(sufijos)	<i>envelope</i>	[ɪn'vɪləʊp]	sobre (n.)
— <i>ent</i> ,			<i>environ- ment</i>	[ɪn'vaɪərən- mənt]	medio ambiente
— <i>ant</i>	[—ənt, —ənt]	(sufijos)			

<i>envy</i>	[ˈenvi]	v. r.	<i>every</i>	[ˈevri]	cada, todos
<i>epic</i>	[ˈepɪk]	épico	<i>every after-</i>		
<i>equal</i>	[ˈiːkwəl]	igual	<i>noon</i>	[ˈevri aːftəˈnuːn]	cada tarde
<i>equally</i>	[ˈiːkwəli]	igualmente	<i>everybody</i>	[ˈevriˌbɒdi]	todos, todo el mundo
<i>Equator</i>	[iˈkweɪtə(r)]	Ecuador	<i>every day</i>	[ˈevri ˈdeɪ]	cada día
<i>equipment</i>	[iˈkwɪpmənt]	equipo	<i>every even-</i>		
<i>equipped</i>	[iˈkwɪpt]	equipado	<i>ing</i>	[ˈevri ˈiːvniŋ]	cada noche
— <i>er</i> ,			<i>every</i>		
— <i>est</i>	[—ə, —ɪst]	(sufijos)	<i>month</i>	[ˈevri ˈmʌnθ]	cada mes
<i>erase</i>	[iˈreɪz]	v. r.	<i>every morn-</i>		
<i>eraser</i>	[iˈreɪzə(r)]	borrador	<i>ing</i>	[ˈevri ˈmɔːniŋ]	cada mañana
<i>erratic</i>	[iˈrætɪk]	incierto, irregular	<i>every night</i>	[ˈevri ˈnaɪt]	cada noche
<i>eruption</i>	[iˈrʌpʃən]	erupción	<i>everyone</i>	[ˈevriwʌn]	todos, todo el mundo
<i>escape</i>	[isˈkeɪp]	v. r.	<i>every other</i>		
<i>especially</i>	[isˈpeʃəli]	especialmente	<i>day</i>	[ˈevri ˈʌðə ˈdeɪ]	cada dos días
<i>essay</i>	[ˈeseɪ]	ensayo	<i>everything</i>	[ˈevriθɪŋ]	todas las cosas
<i>essence</i>	[ˈesns]	literario esencia, médula	<i>every time</i>	[ˈevri ˈtaɪm]	cada vez
<i>estate</i>	[isˈteɪt]	propiedades, bienes, rango	<i>every week</i>	[ˈevri ˈwiːk]	cada semana
<i>estimate</i>	[ˈestɪmɪt]	presupuesto, cálculo	<i>everywhere</i>	[ˈevriweə(r)]	en todas partes
<i>eternally</i>	[iˈtəːnəli]	perennemente, eternamente	<i>evidence</i>	[ˈeɪdɪns]	evidencia, prueba
<i>Europe</i>	[ˈjuərəp]	Europa	<i>evil</i>	[ˈiːvl]	maligno, mal
<i>European</i>	[juərəˈpiən]	uropeo	<i>ewe</i>	[juː]	oveja madre
<i>even</i>	[ˈiːvən]	hasta, incluso	<i>exactly</i>	[ɪɡˈzæktli]	exactamente, p u n t u a l - menmente
<i>evening</i>	[ˈiːvniŋ]	la tarde, noche	<i>examination</i>	[ɪgzəmiˈneɪʃən]	examen
<i>evening-</i>			<i>excellent</i>	[ˈeksələnt]	excelente
<i>dress</i>	[ˈiːvniŋ ˈdres]	vestido de etiqueta	<i>except</i>	[ɪkˈsept]	excepto
<i>evenly</i>	[ˈiːvənli]	uniformemen- te, suave- mente	<i>exchange</i>	[ɪksˈtʃeɪndʒ]	cambio, intercambio
<i>event</i>	[iˈvent]	acontecimien- to, suceso	<i>exchange</i>	[ɪksˈtʃeɪndʒ]	v. r.
<i>eventful</i>	[iˈventfʊl]	lleno de sucesos	<i>excite</i>	[ɪkˈsaɪt]	v. r.
— <i>ever</i>	[ˈevə(r)]	(sufijo)	<i>exciting</i>	[ɪkˈsaɪtɪŋ]	excitante, estimulante
<i>ever</i>	[ˈevə(r)]	alguna vez, jamás	<i>excreta</i>	[eksˈkriːtə]	excreciones
<i>ever after</i>	[ˈevər ˈaːftə(r)]	siempre después	<i>excursión</i>	[ɪksˈkɜːʃən]	excursión
<i>ever since</i>	[ˈevə ˈsɪns]	después, des- de cuando	<i>excuse</i>	[ɪksˈkjuːz]	v. r.
			<i>excuse</i>	[ɪksˈkjuːs]	excusa
			<i>exemption</i>	[ɪɡˈzempʃən]	exención, dispensa
			<i>exercise</i>	[ˈeksəsaɪz]	v. r.
			<i>exercise</i>	[ˈeksəsaɪz]	ejercicio

<i>exercise-book</i>	[ˈeksəsaɪzbʊk]	cuaderno de ejercicios	<i>fair</i>	[fɛə(r)]	rubio, catire, justo, imparcial
<i>exert</i>	[ɪgˈzɜ:t]	v. r.	<i>fair</i>	[fɛə(r)]	feria, bello, hermoso
<i>exhibit</i>	[ɪgˈzɪbɪt]	v. r.	<i>fair-haired</i>	[ˈfɛəˈheəd]	de pelo rubio, catire
<i>exit</i>	[ˈeksɪt]	salida	<i>fairly</i>	[ˈfɛəli]	medianamente, imparcialmente, justamente
<i>expect</i>	[ɪksˈpekt]	v. r.	<i>fairly</i>	[ˈfɛəli]	hada, acantadora
<i>expedition</i>	[eksˈpiːdɪʃən]	expedición	<i>faith</i>	[feɪθ]	fe
<i>expense</i>	[ɪksˈpens]	gasto	<i>faithful</i>	[ˈfeɪθfʊl]	fiel
<i>expensive</i>	[ɪksˈpensɪv]	costoso	<i>fall</i>	[fɔ:l]	v. i.
<i>experience</i>	[ɪksˈpiəriəns]	experiencia	<i>fall asleep</i>	[ˈfɔ:l əsˈli:p]	dormirse
<i>experiment</i>	[ɪksˈperɪmənt]	experimento, ensayo	<i>fall in love with</i>	[ˈfɔ:l ɪn ˈlʌv wɪð]	enamorarse
<i>expert</i>	[ˈeksɜ:pə:t]	experto	<i>fall over</i>	[ˈfɔ:l ˈəʊvə(r)]	voltearse
<i>explain</i>	[ɪksˈpleɪn]	v. r.	<i>fame</i>	[feɪm]	fama
<i>explanation</i>	[eksˈpləːneɪʃən]	explicación	<i>family</i>	[ˈfæmɪli]	familia
<i>explode</i>	[ɪksˈpləʊd]	v. r.	<i>famous</i>	[ˈfeɪməs]	famoso
<i>exploit</i>	[ˈeksplɔɪt]	proeza, hazaña	<i>fan</i>	[fæn]	v. r.
<i>exploration</i>	[eksˈplɔ:ˈreɪ- ʃən]	exploración	<i>fancy</i>	[ˈfænsɪ]	fantasía, imaginación
<i>explosive</i>	[ɪksˈpləʊsɪv]	explosivo	<i>fanciful</i>	[ˈfænsɪfʊl]	imaginativo, fantástico
<i>export</i>	[eksˈpɔ:t]	v. r.	<i>far</i>	[fa:(r)]	lejos, distante
<i>express</i>	[ɪksˈpres]	v. r.	<i>far from</i>	[ˈfa: frəm]	lejos de
<i>expression</i>	[ɪksˈpreʃən]	expresión, vocablo	<i>fare</i>	[fɛə(r)]	precio de pasaje
<i>extend</i>	[ɪksˈtend]	v. r.	<i>farm</i>	[fa:m]	v. r.
<i>extinguish</i>	[ɪksˈtɪŋgwɪʃ]	v. r.	<i>farm</i>	[fa:m]	granja, hacienda
<i>extraneous</i>	[eksˈtreɪnjəs]	externo	<i>farmer</i>	[ˈfa:mə(r)]	granjero, agricultor
<i>eye</i>	[aɪ]	ojo	<i>farmhand</i>	[ˈfa:mhand]	labriego, bracero
<i>eyebrow</i>	[ˈaɪbraʊ]	ceja	<i>farm-yard</i>	[ˈfa:m-ja:d]	corral de una granja
<i>eyelash</i>	[ˈaɪləʃ]	pestaña	<i>farther</i>	[ˈfa:ðə(r)]	de far
<i>eyelid</i>	[ˈaɪlɪd]	párpado	<i>fast</i>	[fa:st]	rápido (a.)
<i>eye-sight</i>	[ˈaɪ-saɪt]	vista (facultad)	<i>fast</i>	[fa:st]	rápidamente, rápido
— F —			<i>fasten</i>	[ˈfa:sn]	v. r.
<i>fabled</i>	[ˈfeɪblɪd]	legendario, fabuloso	<i>fat</i>	[fat]	gordo, grueso
<i>fabulous</i>	[ˈfæbjʊləs]	fabuloso	<i>fatal</i>	[ˈfeɪtl]	fatal, mortal
<i>face</i>	[feɪs]	cara			
<i>face to face</i>	[ˈfeɪs tu ˈfeɪs]	cara a cara			
<i>fact</i>	[fækt]	hecho, realidad			
<i>factory</i>	[ˈfæktəri]	fábrica, factoría			
<i>fade</i>	[feɪd]	v. r.			
<i>fail</i>	[feɪl]	v. r.			
<i>failure</i>	[ˈfeɪljə(r)]	fracaso			
<i>faint</i>	[feɪnt]	v. r.			
<i>faint</i>	[feɪnt]	desmayo			

<i>fate</i>	[feit]	destino, suerte, fin	<i>fill</i>	[fil]	v. r.
<i>father</i>	['fa:ðə(r)]	padre	<i>fill in</i>	['fil 'in]	v. r.
<i>fatty acid</i>	['fati 'asid]	ácido graso	<i>fill out</i>	['fil 'aut]	v. r.
<i>fault</i>	[fo:lt]	falta, culpa	<i>film</i>	[film]	película, cinta
<i>favour</i>	['feivə(r)]	v. r.	<i>filthy</i>	['filði]	sucio, inmundo
<i>favour</i>	['feivə(r)]	favor	<i>finally</i>	['faɪnəli]	finalmente
<i>favourite</i>	['feivərit]	favorito	<i>financial</i>	[faɪ'nænʃəl]	financiero (a.)
<i>fear</i>	[fiə(r)]	miedo, temor	<i>find</i>	[faɪnd]	v. i.
<i>fear</i>	[fiə(r)]	v. r.			
<i>fearful</i>	['fiəfʊl]	terrible, miedoso	<i>find one's</i>		
<i>feast</i>	[fi:st]	banquete, festín	<i>way</i>	['faɪnd 'wʌnz 'wei]	encontrar el camino
<i>feather</i>	['feðə(r)]	pluma (de ave)	<i>find out</i>	['faɪnd 'aut]	averiguar
<i>February</i>	['februəri]	febrero	<i>fine</i>	[faɪn]	fino, bueno, multa,
<i>feed</i>	[fi:d]	v. i.	<i>finger</i>	['fɪŋgə(r)]	dedo
<i>feel</i>	[fi:l]	v. i.	<i>finish</i>	['fɪniʃ]	v. r.
<i>feel hungry</i>	['fi:l 'hʌŋgri]	sentir hambre	<i>fire</i>	[faɪə(r)]	v. r.
<i>feelings</i>	['fi:liŋz]	sentimientos	<i>fire</i>	[faɪə(r)]	fuego
<i>feet</i>	[fi:t]	pies	<i>fire-hose</i>	['faɪəhəʊs]	manguera de extinción
<i>felicity</i>	[fi'lisiti]	felicidad, dicha	<i>fireman</i>	['faɪəməŋ]	bombero
<i>fellow</i>	['feləʊ]	individuo, sujeto	<i>fireplace</i>	['faɪə-pleɪs]	chimenea
<i>female</i>	['fi:meɪl]	hembra	<i>firm</i>	[fə:m]	duro, inflexi- ble, firma
<i>fence</i>	[fens]	cerca, valla	<i>firmly</i>	['fə:mli]	firmente
<i>fetch</i>	[fetʃ]	v. r.	<i>first</i>	[fə:st]	primero
<i>ferro-alloy</i>	['ferəʊ-ə'loi]	aleación fe- rromagnéti- ca	<i>fish</i>	[fiʃ]	v. r.
<i>ferry</i>	['feri]	lugar, ferry	<i>fish</i>	[fiʃ]	pescado, pez
<i>fertility</i>	[fə:'tɪlɪti]	fertilidad, fecundidad	<i>fisherman</i>	['fɪʃməŋ]	pescador
<i>fever</i>	['fivə(r)]	fiebre	<i>fit</i>	[fit]	v. r.
<i>feverish</i>	['fi:vəriʃ]	febril, calen- turiento	<i>fit up</i>	['fit 'ʌp]	v. r.
<i>few</i>	[fju:]	pocos, pocas	<i>fitting</i>	['fɪtɪŋ]	prueba, ajuste
<i>fewer</i>	['fju:ə(r)]	menos	<i>five</i>	[faɪv]	cinco
<i>field</i>	[fi:ld]	campo	<i>fix</i>	[fiks]	v. r.
<i>fierce</i>	[fiəs]	feroz, salvaje	<i>flag</i>	[flag]	bandera
<i>fifteen</i>	['fɪf'ti:n]	quince	<i>flame</i>	[fleɪm]	llamarada
<i>fifty</i>	['fɪfti]	cincuenta	<i>flap</i>	[flap]	v. r.
<i>fight</i>	[faɪt]	v. i.	<i>flash</i>	[flaʃ]	v. r.
<i>fighting</i>	['faɪtɪŋ]	combate, lucha	<i>flat</i>	[flat]	apartamento
<i>figure</i>	['fɪgə(r)]	figura, número	<i>flat</i>	[flat]	llano, liso, chato, aplastado
			<i>flatter</i>	['flatə(r)]	v. r.
			<i>flee</i>	[fli:]	v. i.
			<i>flight</i>	[flaɪt]	vuelo



<i>flight report</i>	[ˈflaɪt riˈpɔ:t]	informe del vuelo	<i>for ever</i>	[fər ˈevə(r)]	para siempre
<i>flinch</i>	[ˈflɪntʃ]	v. r.	<i>for fun</i>	[fə ˈfʌn]	en broma
<i>flock</i>	[ˈflɒk]	rebaño, grey, manada	<i>for my life</i>	[fə maɪ ˈlaɪf]	(para escapar de la muerte)
<i>floor</i>	[ˈflo:(r)]	piso, suelo	<i>for sale</i>	[fə ˈseɪl]	en venta
<i>flounce</i>	[ˈflaʊns]	v. r.	<i>forbid</i>	[fə ˈbɪd]	v. i.
<i>flour</i>	[ˈflaʊə(r)]	harina	<i>force</i>	[fɔ:s]	fuerza
<i>flow</i>	[ˈfləʊ]	v. r., caudal	<i>force</i>	[fɔ:s]	v. r.
<i>flower</i>	[ˈflaʊə(r)]	flor	<i>forces</i>	[ˈfɔ:sɪz]	fuerzas, tropas
<i>flower show</i>	[ˈflaʊə ʃəʊ]	exposición de flores	<i>forehead</i>	[ˈfɒrɪd]	(la) frente
<i>fluently</i>	[ˈfluəntli]	con soltura, corrientemente	<i>foreign</i>	[ˈfɒrɪn]	extranjero, foráneo
<i>flutter</i>	[ˈflʌtə(r)]	v. r.	<i>foreigner</i>	[ˈfɒrɪnə(r)]	extranjero (n.)
<i>fly</i>	[ˈflaɪ]	v. i.	<i>forest</i>	[ˈfɒrɪst]	bosque, selva
<i>fly</i>	[ˈflaɪ]	mosca	<i>forget</i>	[fə ˈɡet]	v. i.
<i>fog</i>	[ˈfɒɡ]	niebla	<i>forgive</i>	[fə ˈɡɪv]	v. i.
<i>fold</i>	[ˈfəʊld]	rebaño, do- blez, pliegue	<i>fork</i>	[fɔ:k]	tenedor
<i>folio</i>	[ˈfəʊliəʊ]	folio	<i>form</i>	[fɔ:m]	v. r.
<i>follow</i>	[ˈfɒləʊ]	v. r.	<i>form</i>	[fɔ:m]	forma
<i>following</i>	[ˈfɒləʊɪŋ]	siguiente	<i>former</i>	[ˈfɔ:mə(r)]	anterior, primero
<i>fond of</i>	[ˈfɒnd əv]	aficionado a	<i>fort</i>	[fɔ:t]	fuerte (n.)
<i>food</i>	[fu:d]	comida, alimento	<i>forth</i>	[fɔ:θ]	adelante, afuera
<i>fool</i>	[fu:l]	tonto (n.)	<i>fortnight</i>	[ˈfɔ:tnaɪt]	quincena
<i>foolish</i>	[ˈfu:lɪʃ]	tonto, necio	<i>fortress</i>	[ˈfɔ:trɪs]	fortaleza
<i>foot</i>	[fʊt]	pie	<i>fortunately</i>	[ˈfɔ:tʃənətli]	afortunada- mente
<i>foot-and- mouth disease</i>	[ˈfʊt ənd ˈmaʊð diˈzi:z]		<i>forty</i>	[ˈfɔ:ti]	cuarenta
<i>football</i>	[ˈfʊtbɔ:l]	fiebre aztoza	<i>forward</i>	[ˈfɔ:wəd]	hacia adelante
<i>football- ground</i>	[ˈfʊtbɔ:l ɡraʊnd]	fútbol	<i>found</i>	[faʊnd]	v. r.
<i>footing</i>	[ˈfʊtɪŋ]	campo de fútbol	<i>fountain- pen</i>	[ˈfaʊntɪnpən]	estilográfica
<i>footpath</i>	[ˈfʊtpa:θ]	base, pie, fundamento	<i>four</i>	[fo:(r)]	cuatro
<i>foot-soldiers</i>	[ˈfʊt ˈsəʊldʒəz]	senda, vereda	<i>fourteen</i>	[ˈfo:ˈti:n]	catorce
<i>footsteps</i>	[ˈfʊtsteps]	infantes (soldados)	<i>foyer</i>	[ˈfoiɪ]	salón de descanso
<i>for</i>	[fo:(r)/fə(r)]	pisadas, pasos	<i>France</i>	[ˈfra:ns]	Francia
<i>for</i>	[fo:(r)]	para, por, durante	<i>free</i>	[fri:]	libre, gratuito
<i>for</i>	[fo:(r)]	porque	<i>freedom</i>	[ˈfri:dəm]	libertad, inde- pendencia
			<i>freeze</i>	[fri:z]	v. i.
			<i>French</i>	[ˈfrentʃ]	francés
			<i>frequently</i>	[ˈfri:kwəntli]	frecuentemente
			<i>fresh</i>	[frefʃ]	fresco, puro

<i>Friday</i>	[ˈfraɪdi]	viernes	<i>gale</i>	[geɪl]	viento fuerte
<i>friend</i>	[frend]	amigo	<i>gallery</i>	[ˈgaləri]	galería, tribuna
<i>friendly</i>	[ˈfrendli]	amistoso, atento	<i>gallery of art</i>	[ˈgaləri əv ˈɑ:t]	galería de arte
<i>friendship</i>	[ˈfrendʃɪp]	amistad	<i>game</i>	[geɪm]	caza, juego
<i>“frig”</i>	[frɪdʒ]	nevera, frigorífico	<i>gang</i>	[gɑŋ]	cuadrilla, banda
<i>fright</i>	[fraɪt]	susto, espanto, v. r.	<i>gaol</i>	[dʒeɪl]	cárcel, prisión
<i>frighten</i>	[ˈfraɪtn]	asustado	<i>garage</i>	[ˈɡɑrɑ:ʒ]	garage
<i>frightened</i>	[ˈfraɪtnd]	rana	<i>garden</i>	[ˈɡɑ:dən]	jardín
<i>frog</i>	[frɒɡ]	de, desde	<i>gardener</i>	[ˈɡɑ:dənə(r)]	jardinero
<i>from</i>	[frɒm/frəm]		<i>gardening</i>	[ˈɡɑ:dənɪŋ]	horticultura, jardinería
<i>from side to side</i>	[frəm ˈsaɪd tu ˈsaɪd]	de lado a lado	<i>garment</i>	[ˈɡɑ:mənt]	prenda de vestir, vestido
<i>from time to time</i>	[frəm ˈtaɪm tu ˈtaɪm]	de vez en cuando	<i>gas</i>	[ɡɑs]	gas
<i>front</i>	[frʌnt]	el frente, delantera	<i>gate</i>	[geɪt]	entrada, puerta
<i>fruit</i>	[fru:t]	fruta	<i>gateway</i>	[ˈgeɪtwei]	paso, entrada
<i>fruiterer's</i>	[ˈfru:tərəz]	frutería	<i>gather</i>	[ˈɡaðə(r)]	v. r.
<i>frustrate</i>	[frʌsˈtreɪt]	v. r.	<i>gay</i>	[geɪ]	alegre, divertido
<i>full</i>	[fʊl]	lleno	<i>gaze</i>	[geɪz]	v. r.
<i>full of</i>	[ˈfʊl əv]	lleno de	<i>gearing system</i>	[ˈɡiəriŋ ˈsɪstɪm]	sistema de engranaje
<i>fullest extent</i>	[ˈfʊlɪst ɪksˈtent]	máximo grado	<i>gene</i>	[dʒi:n]	gene
<i>fully</i>	[ˈfʊli]	enteramente, completa- mente	<i>generally</i>	[ˈdʒenərəli]	generalmente
<i>fumble</i>	[ˈfʌmbəl]	v. r.	<i>generation</i>	[dʒenəˈreɪʃən]	generación
<i>fun</i>	[fʌn]	broma, diversión	<i>generous</i>	[ˈdʒenərəs]	generoso
<i>funny</i>	[ˈfʌni]	chistoso, divertido	<i>Genoa</i>	[ˈdʒenəʊə]	Génova
<i>fur</i>	[fə:(r)]	piel	<i>gentle</i>	[ˈdʒentl]	suave, gentil
<i>furnace</i>	[ˈfə:nɪs]	horno	<i>gentleman</i>	[ˈdʒentlmən]	caballero
<i>furnish</i>	[ˈfə:nɪʃ]	v. r.	<i>geography</i>	[dʒɪˈɒɡrəfi]	geografía
<i>furniture</i>	[ˈfə:nɪʃə(r)]	mobiliario, muebles	<i>germ</i>	[dʒə:m]	microbio, germen
<i>further</i>	[ˈfə:ðə(r)]	de <i>far</i>	<i>German</i>	[ˈdʒə:mən]	alemán
<i>future</i>	[ˈfju:tʃə(r)]	futuro	<i>Germany</i>	[ˈdʒə:məni]	Alemania
— G —			<i>get</i>	[ɡet]	v. i.
<i>gain</i>	[geɪn]	ganancia	<i>get angry</i>	[ˈɡet ˈaŋɡri]	enojarse
<i>gain</i>	[geɪn]	v. r.	<i>get cold</i>	[ˈɡet ˈkəʊld]	enfriarse
			<i>get dark</i>	[ˈɡet ˈda:k]	oscurecer
			<i>get fat</i>	[ˈɡet ˈfat]	engordar
			<i>get ill</i>	[ˈɡet ˈɪl]	enfermarse
			<i>get in, into</i>	[ˈɡet ˈɪn/ˈɪntu]	entrar

<i>get late</i>	[ˈget ˈleɪt]	hacerse o llegar tarde	<i>glide</i>	[ɡlaɪd]	v. r.
<i>get loose</i>	[ˈget ˈluːs]	aflojarse	<i>glider</i>	[ˈɡlaɪdə(r)]	planeador
<i>get married</i>	[ˈget ˈmarɪd]	casarse	<i>glimmer</i>	[ˈɡlɪmə(r)]	v. r.
<i>get off</i>	[ˈget ˈɒf]	apearse	<i>glittering</i>	[ˈɡlɪtərɪŋ]	resplandeciente, brillante
<i>get on</i>	[ˈget ˈɒn]	progresar	<i>globe</i>	[ɡləʊb]	esfera
<i>get out of</i>	[ˈget ˈaʊt əv]	salir de	<i>gloomy</i>	[ˈɡluːmi]	lúgubre, tétrico
<i>get over</i>	[ˈget ˈəʊvə(r)]	pasar por encima	<i>gloriously</i>	[ˈɡloːrɪəsli]	gloriosamente
<i>get rid of</i>	[ˈget ˈrɪd əv]	librarse de	<i>glove</i>	[ɡlʌv]	guante
<i>get thin</i>	[ˈget ˈθɪn]	adelgazar	<i>glue</i>	[ɡluː]	cola de pegar
<i>get to</i>	[ˈget tu]	llegar a	<i>go</i>	[ɡəʊ]	v. i.
<i>get to a place</i>	[ˈget tuəˈpleɪs]	llegar a un lugar	<i>go back to</i>	[ˈɡəʊ ˈbæk tu]	regresar a
<i>get ready</i>	[ˈget ˈredi]	preparar, prepararse	<i>go bad</i>	[ˈɡəʊ ˈbəd]	ponerse malo (una cosa)
<i>get up</i>	[ˈget ˈʌp]	levantarse	<i>go by</i>	[ˈgeɪ ˈbaɪ]	pasar
<i>get well</i>	[ˈget ˈwel]	ponerse bien, sanar	<i>go for a walk</i>	[ˈɡəʊ fər əˈwɔːk]	ir a dar un paseo
<i>get worse</i>	[ˈget ˈwɜːs]	empeorar	<i>go in, into</i>	[ˈɡəʊ ˈɪn/ˈɪntu]	entrar
<i>ghost</i>	[ɡəʊst]	fantasma, espectro	<i>go on</i>	[ˈɡəʊ ˈɒn]	continuar
<i>giant</i>	[ˈdʒaɪənt]	gigante	<i>go out</i>	[ˈɡəʊ ˈaʊt]	salir
<i>gift</i>	[ɡɪft]	obsequio, presente	<i>go home</i>	[ˈɡə ˈhəʊm]	irse a casa
<i>gingerbread</i>	[ˈʒɪndʒəbred]	pan de jengibre	<i>go pail</i>	[ˈɡəʊ ˈpeɪl]	ponerse pálido
<i>girl</i>	[ɡɜːl]	muchacha, chica	<i>go shopping</i>	[ˈɡəʊ ˈʃɒpɪŋ]	ir de compras
<i>give</i>	[ɡɪv]	v. i.	<i>go to bed</i>	[ˈɡəʊ tu ˈbed]	irse a la cama
<i>give a party</i>	[ˈɡɪv ə ˈpɑːti]	dar una fiesta	<i>go to sleep</i>	[ˈɡəʊ tu ˈsliːp]	irse a dormir
<i>give away</i>	[ˈɡɪv ə ˈwei]	entregar, dar	<i>go to the pictures</i>	[ˈɡəʊ tu ðə ˈpɪktʃəz]	ir al cine
<i>give off</i>	[ˈɡɪv ˈɒf]	emitir	<i>go up</i>	[ˈɡəʊ ˈʌp]	subir
<i>give up</i>	[ˈɡɪv ˈʌp]	cesar, dejar de	<i>goat</i>	[ɡəʊt]	cabra
<i>give way</i>	[ˈɡɪv ˈwei]	ceder, no resistir	<i>God</i>	[ɡɒd]	Dios
<i>glacier</i>	[ˈɡlɑːsjə(r)]	ventisquero, glacial	<i>goddess</i>	[ˈɡɒdɪs]	diosa
<i>glad</i>	[ɡlɑd]	contento, alegre	<i>gold</i>	[ɡəʊld]	oro
<i>glance</i>	[ɡlɑːns]	mirada	<i>golden</i>	[ˈɡəʊldən]	dorado, de oro
<i>glass</i>	[ɡlɑːs]	vaso, vidrio, espejo	<i>good</i>	[ɡʊd]	bueno
<i>glasses</i>	[ˈɡlɑːsɪz]	anteojos, gafas	<i>good-bye</i>	[ˈɡʊdˈbaɪ]	adiós
<i>glee</i>	[ɡliː]	alegría, gozo	<i>good-for- nothing</i>	[ˈɡʊdfəˈnʌθɪŋ]	inútil
			<i>goodly</i>	[ˈɡʊdli]	excelente, considerable
			<i>good- natured</i>	[ˈɡʊdˈneɪtəd]	afable, bonachón

<i>goods</i>	[gudz]	mercaderías, géneros	<i>groud-seed</i>		
<i>good turn</i>	[ˈgud ˈtə:n]	favor, atención	<i>oil</i>	[ˈgraundsi:d ˈoil]	aceite de maní
<i>govern</i>	[ˈgʌvən]	v. r.	<i>group</i>	[gru:p]	grupo
<i>government</i>	[ˈgʌvənmənt]	gobierno	<i>grow</i>	[grəu]	v. i.
<i>governor</i>	[ˈgʌvənə(r)]	gobernador	<i>grow dark</i>	[ˈgrəu ˈda:k]	oscurecer
<i>graceful</i>	[ˈgreisful]	agraciado	<i>grow plants</i>	[ˈgrəu ˈpla:nts]	cultivar
<i>gradually</i>	[ˈgradjuəli]	gradualmente			plantas
<i>grain</i>	[grein]	grano	<i>grow up</i>	[ˈgrəu ˈʌp]	crecer
<i>grammo- phone</i>	[ˈgraməfəun]	gramófono	<i>growth</i>	[grəuθ]	maleza, vegetación
<i>grand</i>	[grand]	gran, grandioso	<i>grunt</i>	[grʌnt]	v. r.
<i>grandee</i>	[granˈdi:]	prócer, grande de un reino	<i>guard</i>	[ga:d]	v. r.
<i>grandeur</i>	[ˈgrandʒə(r)]	grandeza, esplendor	<i>guard</i>	[ga:d]	guarda, guardián
<i>grandfather</i>	[ˈgrand- fa:ðə(r)]	abuelo	<i>Guatemala</i>	[gwatiˈma:lə]	Guatemala
<i>grant</i>	[gra:nt]	v. r.	<i>guess</i>	[ges]	v. r.
<i>grape</i>	[greip]	uva	<i>guest</i>	[gest]	convidado, huésped
<i>grasp</i>	[gra:sp]	v. r.	<i>guide</i>	[gaid]	v. r.
<i>grass</i>	[gra:s]	hierba	<i>guide</i>	[gaid]	guía
<i>grave</i>	[greiv]	tumba, fosa	<i>guinea</i>	[ˈgini]	guinea (21 chelines)
<i>gravy</i>	[ˈgreivi]	salsa, jugo	<i>guitar</i>	[giˈta:(r)]	guitarra
<i>great</i>	[greit]	gran, grande	<i>gulf</i>	[gʌlf]	golfo (mar)
<i>great many</i>	[ˈgreit ˈmeni]	muchos, as	<i>gun</i>	[gʌn]	arma de fue- go, cañón
<i>Greece</i>	[gri:s]	Grecia	<i>gunpowder</i>	[ˈgʌnˈpaʊdə(r)]	pólvora
<i>Greek</i>	[gri:k]	griego			
<i>green</i>	[gri:n]	verde			
<i>greengrocer</i>	[ˈgri:n- ˈgrəʊsə(r)]	verdulero			
<i>greet</i>	[gri:t]	v. r.	<i>habit</i>	[ˈhabit]	hábito, costumbre
<i>greetings</i>	[ˈgri:tiŋz]	saludos	<i>had</i>	[had/had/əd/ d]	de <i>to have</i>
<i>grey</i>	[grei]	gris	<i>had better</i>	[ˈhad ˈbetə(r)]	(conveniencia)
<i>grief</i>	[gri:f]	pesar, aflicción	<i>hadn't</i>	[ˈhadnt]	<i>had not</i>
<i>grieve</i>	[gri:v]	v. r.	<i>hail</i>	[heil]	v. r.
<i>grocer's</i>	[ˈgrəʊsəz]	abastos, tienda de comestibles	<i>hair</i>	[heə(r)]	pelo, cabello
<i>ground</i>	[graund]	suelo, tierra	<i>hair-cut</i>	[ˈheə-kʌt]	corte de pelo
<i>ground</i>	[graund]-	v. r.	<i>hairdresser</i>	[ˈheəˈdresə(r)]	peluquero, peinadora
<i>ground- floor</i>	[ˈgraund- ˈflo:(r)]	piso bajo	<i>hair- dresser's</i>	[ˈheəˈdresəz]	peluquería
			<i>hair-style</i>	[ˈheəstail]	peinado
			<i>hair-y</i>	[ˈheəri]	peludo, velludo
			<i>half</i>	[ha:f]	mitad, medio

— H —

<i>half-penny</i>	['heipni]	medio penique	<i>hasty</i>	['heisti]	ligero, apresurado
<i>hall</i>	[ho:l]	salón, vestíbulo	<i>hat</i>	[hat]	sombrero
<i>halt</i>	[ho:lt]	alto, parada	<i>hatch</i>	[hatʃ]	v. r.
<i>ham</i>	[ham]	jamón	<i>hate</i>	[heit]	v. r.
<i>hammer</i>	['hamə(r)]	martillo	<i>hatred</i>	['heitrid]	odio, aversión
<i>hammer</i>	['hamə(r)]	v. r.	<i>have</i>	[hav/həv/əv/v]	v. i.
<i>hand</i>	[hand]	mano	<i>have a cold</i>	['hav ə 'kəul]	tener un resfriado
<i>hand</i>	[hand]	v. r.	<i>have a meal out</i>	['hav ə 'mi:l 'aut]	ir a comer fuera
<i>hand-bag</i>	['handbag]	bolsa de mano	<i>have a shave</i>	['hav ə 'ʃeiv]	afeitarse
<i>hand-made</i>	['hand'meid]	hecho a mano	<i>haven't</i>	['havnt]	<i>have not</i>
<i>hand on</i>	['hand 'on]	transmitir, transferir	<i>have on</i>	['hav 'on]	llevar (una prenda)
<i>handkerchief</i>	['hæŋkətʃif]	pañuelo	<i>he</i>	[hi:/hi/i]	él
<i>handle</i>	['handl]	v. r.	<i>head</i>	[hed]	cabeza, principal
<i>hang</i>	[hæŋ]	v. i.	<i>heal</i>	[hi:l]	v. r.
<i>happen</i>	['hæpən]	v. r.	<i>health</i>	[helθ]	salud
<i>happen to be</i>	['hæpən tu 'bi:]	suceder ser	<i>healthy</i>	['helθi]	sano, saludable
<i>happily</i>	['hæpili]	felizmente	<i>heap</i>	[hi:p]	montón, pila
<i>happiness</i>	['hæpinis]	felicidad	<i>hear</i>	[hiə(r)]	v. i.
<i>happy</i>	['hæpi]	feliz	<i>heart</i>	[ha:t]	corazón
<i>harbour</i>	['hɑ:bə(r)]	puerto	<i>heat</i>	[hi:t]	calor
<i>hard</i>	[hɑ:d]	duro, difícil	<i>heat</i>	[hi:t]	v. r.
<i>hardening</i>	['hɑ:dnɪŋ]	endurecimiento	<i>heaven</i>	['hevn]	cielo
<i>hardly</i>	['hɑ:dli]	duramente, apenas	<i>heavy</i>	['hevi]	pesado, fuerte
<i>hardwork-ing</i>	['hɑ:d'wɜ:kɪŋ]	trabajador (a.)	<i>he'd</i>	[hi:d]	<i>he had, he would</i>
<i>harm</i>	[hɑ:m]	daño, perjuicio	<i>height</i>	[hait]	altura
<i>harm</i>	[hɑ:m]	v. r.	<i>held up</i>	['held 'ʌp]	parado, detenido
<i>harmful</i>	['hɑ:mfʊl]	perjudicial, nocivo	<i>help</i>	[help]	v. r.
<i>harmless</i>	['hɑ:mlis]	libre de daño, inocuo	<i>help</i>	[help]	ayuda, auxilio
<i>harvest</i>	['hɑ:vɪst]	cosecha, fruto	<i>helpless</i>	['helplis]	desvalido, incapaz
<i>has</i>	[hæz/hæz/ə/z/s]	de <i>to have</i>	<i>hemisphere</i>	['hemisfiə(r)]	hemisferio
<i>hasn't</i>	['hæznt]	<i>has not</i>	<i>hen</i>	[hen]	gallina
<i>haste</i>	[heɪst]	prisa	<i>hence</i>	[hens]	de aquí
<i>hasten</i>	['heɪsn]	v. r.	<i>her</i>	[hə:(r)/hə/ə(r)]	a. pos. y p. per. objeto
<i>hastily</i>	['heɪstili]	a pr esurada-mente			

<i>herd</i>	[hə:d]	manada, hato	<i>honest</i>	['onist]	honrado, íntegro
<i>here</i>	[hiə(r)]	aquí, acá	<i>honesty</i>	['onisti]	honradez, integridad
<i>here you are</i>	['hiə ju 'a:]	aquí está, aquí lo tienes	<i>honey</i>	['hani]	miel
<i>heredity</i>	[hi'rediti]	herencia	<i>honey- moon</i>	['hanimu:n]	luna de miel
<i>hero</i>	['hiərəu]	héroe	<i>honour</i>	['onə(r)]	honor, v. r.
<i>heroine</i>	['herəuin]	heroína	<i>honourable</i>	['onərəbl]	honorable, ilustre
<i>hers</i>	[hə:z]	pro. pos.	<i>hook</i>	[huk]	gancho, anzuelo
<i>herself</i>	[hə:'self]	se (ella misma)	<i>hop</i>	[hop]	v. r.
<i>he's</i>	[hi:z/hiz/iz]	<i>he is, he has</i>	<i>hope</i>	[həup]	v. r.
<i>hide</i>	[haid]	v. i.	<i>hope</i>	[həup]	esperanza
<i>hiding</i>	['haidiŋ]	ocultación	<i>hopeless</i>	['həuplis]	irremediable, desesperan- zado
<i>high</i>	[hai]	alto	<i>horizon</i>	[hə'raizn]	horizonte
<i>high-heeled shoes</i>	['hai-hi:ld 'ʃu:z]	zapato de tacón alto	<i>horribly</i>	['hɔərəbli]	horriblemen- te, terrible- mente
<i>highway</i>	['haiwei]	autopista	<i>horse</i>	[hɔ:s]	caballo
<i>hill</i>	[hil]	colina, montaña	<i>hospitable</i>	['hɔspitəbl]	hospitalario
<i>him</i>	[him]	ob. de <i>he</i>	<i>hospitality</i>	[hɔspi'taliti]	hospitalidad
<i>himself</i>	[him'self]	se (él mismo)	<i>host</i>	[həust]	v. r.
<i>hire</i>	['haie(r)]	v. r.	<i>hostile</i>	['hostail]	hostil
<i>his</i>	[hiz/iz]	a. y pro. pos.	<i>hot</i>	[hot]	caliente
<i>history</i>	['histəri]	historia	<i>hotel</i>	[həu'tel]	hotel
<i>hit</i>	[hit]	v. i.	<i>hour</i>	['auə(r)]	hora
<i>hive</i>	[haiv]	colmena	<i>house</i>	[haus]	casa
<i>hockey</i>	['hoki]	hockey (juego)	<i>household</i>	['haushəuld]	casa, familia
<i>hold</i>	[həuld]	v. i.	<i>housework</i>	['hauswə:k]	trabajo de la casa
<i>hold a party</i>	['həuld ə 'pa:ti]	dar una fiesta	<i>how</i>	[hau]	cómo
<i>hold on</i>	['həuld 'on]	agarrarse, asirse de	<i>how big?</i>	['hau 'big?]	qué grande
<i>hole</i>	[həul]	agujero, hueco	<i>how do you</i>	['hau du ju 'du:ʔ]	(saludo)
<i>holiday</i>	['holidi]	vacación, fiesta	<i>how far?</i>		qué lejos
<i>hollow</i>	['holəu]	hueco (a.)	<i>how</i>		
<i>holy</i>	['həuli]	santo, sagrado	<i>heavy?</i>	['hau 'hevi]	qué pesado
<i>home</i>	[həum]	casa, hogar	<i>how long?</i>	['hau 'lɔŋʔ]	qué largo, cuánto tiempo
<i>home town</i>	['həum 'taun]	ciudad donde uno vive	<i>how many</i>	['hau 'meni]	cuántos, as
<i>homework</i>	['həumwə:k]	tarea escolar	<i>how much?</i>	['hau 'mʌtʃʔ]	cuánto
			<i>how old?</i>	['hau 'əuldʔ]	qué viejo
			<i>how tall?</i>	['hau 'tɔ:lʔ]	qué alto

<i>however</i>	[hau'evə(r)]	no obstante, sin embargo	<i>ignorant</i>	['ignərənt]	ignorante
<i>however much</i>	[hau'evə 'mʌtʃ]		<i>ill</i>	[il]	enfermo, malo
<i>howl</i>	[haul]	v. r.	<i>illness</i>	['ilnis]	enfermedad
<i>huge</i>	[hju:dʒ]	no obstante lo mucho	<i>I'll see you later</i>	[ail'si: ju 'leitə(r)]	te veré luego
<i>hullo!</i>	[ʰʌ'ləu!]	enorme, grande	<i>I'm</i>	[aim]	<i>I am</i>
<i>human</i>	[ʰju:mən]	¡hola!	<i>I'm sorry</i>	[aim 'sori]	lo siento
<i>humanity</i>	[ʰju'maniti]	humano	<i>imaginary</i>	[i'madʒinəri]	imaginario, fantástico
<i>humble</i>	[ʰʌmbəl]	humanidad	<i>imagine</i>	[i'madʒin]	v. r.
<i>hundred</i>	[ʰʌndrəd]	humilde	<i>imitation</i>	[imi'teifən]	imitación, copia
<i>hunger</i>	[ʰʌŋgə(r)]	cien, ciento	<i>immediately</i>	[i'mi:dʒetli]	i n m e d i a t a - mente
<i>hungry</i>	[ʰʌŋgri]	hambre	<i>immunize</i>	['imjunaiz]	v. r.
<i>hunt</i>	[hʌnt]	hambriento	<i>impact</i>	['impakt]	impacto, golpe
<i>hunter</i>	[ʰʌntə(r)]	v. r.	<i>impatient</i>	[im'peiʃənt]	impaciente, inquieto
<i>hurriedly</i>	[ʰʌridli]	cazador	<i>import</i>	[im'po:t]	v. r.
<i>hurry</i>	[ʰʌri]	a p r e s u r a d a - mente	<i>import</i>	['impo:t]	importe, valor
<i>hurry</i>	[ʰʌri]	v. r.	<i>important</i>	[im'po:tənt]	inportante
<i>hurt</i>	[hə:t]	prisa, precipi- tación	<i>impossible</i>	[im'posəbl]	imposible
<i>husband</i>	[ʰʌzbənd]	v. i.	<i>imprecation</i>	[impri'keiʃən]	imprecación, maldición
<i>hut</i>	[hʌt]	esposo	<i>impress</i>	[im'pres]	v. r.
<i>hydraulics</i>	[hai'dro:liks]	choza, caseta	<i>impressive</i>	[im'presiv]	i m p r e s i o n a n - te, grandio- so
<i>hydrocar- bon</i>	[ʰaidrəu'ka:- bən]	hidráulica	<i>improve</i>	[im'pru:v]	v. r.
		hidrocarburo	<i>improve- ment</i>	[im'pru:vmənt]	mejora, per- f e c c i o n a - miento
<i>I</i>	[ai]	yo	<i>impure</i>	[im'pjʊə(r)]	impuro
<i>ice</i>	[ais]	hielo	<i>in</i>	[in]	en
<i>ice-cream</i>	[ʰais'kri:m]	helado (n.)	<i>in chains</i>	[in 'tʃeinz]	encadenado
<i>icy</i>	[ʰaisi]	helado, frío	<i>in charge of</i>	[in 'tʃa:dʒ əv]	al cargo de
<i>I'd</i>	[aid]	<i>I had,</i> <i>I would</i>	<i>in command of</i>	[in kə'mand əv]	al mando de
<i>idea</i>	[ai'diə]	idea	<i>in front of</i>	[in 'frʌnt əv]	delante de
<i>ideal</i>	[ai'diəl]	ideal, perfecto	<i>in order</i>	[in 'o:ðə(r)]	en orden
<i>I don't mind</i>	[ʰai dənt] 'maɪnd]	a mi no me importa	<i>in order that</i>	[in 'o:ðə ðət]	a fin de que
<i>if</i>	[if]	si (conjugación)	<i>in place of</i>	[in 'pleis əv]	en lugar de

<i>in spite of</i>	[in 'spait əv]	a pesar de, no obstante	<i>ink</i>	[ɪŋk]	tinta
<i>in regard to</i>	[in ri'ga:d tu]	con respecto a	<i>inkstand</i>	['ɪŋkstand]	tintero
<i>in the after- noon</i>	[in ðə 'a:ftə'nu:n]	por la tarde	<i>inn</i>	[ɪn]	fonda, para- dor, taberna
<i>in the course of</i>	[in ðə 'ko:s əv]	en el curso de	<i>innocence</i>	['ɪnəsns]	inocencia, sencillez
<i>in the end</i>	[in ði 'end]	al fin	<i>inoculate</i>	[i'nokjuleit]	v. r.
<i>in the meantime</i>	[in ðə 'mi:n'taim]	mientras tanto	<i>inquire</i>	[in'kwaɪə(r)]	v. r.
<i>in the morning</i>	[in ðə 'mo:nɪŋ]	por la mañana	<i>inscription</i>	[in'skripʃən]	inscripción
<i>in time</i>	[in 'taim]	a tiempo	<i>insect</i>	['ɪnsekt]	insecto
<i>inch</i>	[ɪntʃ]	pulgada	<i>inside</i>	['ɪn'saɪd]	en el interior, dentro
<i>include</i>	[in'klu:d]	v. r.	<i>insist</i>	[ɪn'sɪst]	v. r.
<i>increase</i>	[in'kri:s]	v. r.	<i>inspiration</i>	[ɪnspə'reɪʃən]	inspiración
<i>increase</i>	['ɪnkri:s]	aumento, precimiento	<i>instead of</i>	[ɪn'sted əv]	en vez de
<i>incredible</i>	[in'kredəbl]	increíble	<i>instrument</i>	['ɪnstrumənt]	instrumento
<i>indeed</i>	[ɪn'di:d]	verdad, dera- mente, real- mente	<i>instrument panel</i>	['ɪnstrumənt 'pænəl]	tablero de ins- trumentos
<i>indepen- dence</i>	[ɪndi'pendəns]	independencia	<i>intellect</i>	['ɪntilekt]	intelecto, inteligencia
<i>India</i>	['ɪndjə]	India	<i>intelligent</i>	[ɪn'telɪdʒənt]	inteligente
<i>indignation</i>	[ɪndɪg'neiʃən]	indignación	<i>intend</i>	[ɪn'tend]	v. r.
<i>individual</i>	[ɪndi'vɪdʒuəl]	individuo, sujeto	<i>interest</i>	['ɪntrɪs]	v. r.
<i>infectious</i>	[ɪn'fekʃəs]	infeccioso, infecto	<i>interest</i>	['ɪntrɪs]	interés
<i>inferior</i>	[ɪn'fɪəriə(r)]	inferior, más bajo	<i>interested</i>	['ɪntrɪstɪd]	interesado
<i>influence</i>	['ɪnfluəns]	influencia	<i>interesting</i>	['ɪntrəstɪŋ]	interesante
<i>information</i>	[ɪnfə'meɪʃən]	información	<i>intermarry</i>	['ɪntə'mari]	v. r.
<i>ingenuity</i>	[ɪndʒɪ'njuɪti]	ingenuidad, inventiva	<i>interming- ling</i>	[ɪntə'mɪŋɡlɪŋ]	mezcla
— <i>ing</i>	[-ɪŋ]	(sufijo)	<i>interpose</i>	[ɪntə'pəʊz]	v. r.
<i>inglorious</i>	[ɪn'ɡlo:riəs]	oscuro, ignominioso	<i>interpreter</i>	[ɪn'tə:'prɪtə(r)]	intérprete
<i>ingot</i>	['ɪŋɡət]	lingote	<i>interroga- tive</i>	[ɪntə'rogətɪv]	interrogativo
<i>inherit</i>	[ɪn'herɪt]	v. r.	<i>interrogati- vely</i>	[ɪntə'rogətɪvli]	interrogativa - mente
<i>inject</i>	[ɪn'dʒekt]	v. r.	<i>interrupt</i>	[ɪntə'rʌpt]	v. r.
<i>injection</i>	[ɪn'dʒekʃən]	inyección	<i>intervene</i>	[ɪntə'vi:n]	v. r.
			<i>internal combustion engine</i>	[ɪn'tə:nəl kəm'bʌstʃən 'endʒɪn]	motor de combustión interna
			<i>interval</i>	['ɪntəvəl]	intervalo, intermedio



<i>intimate</i>	[ˈɪntɪmɪt]	íntimo, familiar	— J —	
<i>into</i>	[ˈɪntu]	en, dentro de	<i>jacket</i>	[ˈdʒækɪt] chaqueta, paltó
<i>intonation</i>	[ɪntəuˈneiʃən]	entonación	<i>January</i>	[ˈdʒʌnjuəri] enero
<i>introduce</i>	[ɪntrəˈdju:s]	v. r.	<i>Japan</i>	[dʒəˈpʌn] Japón
<i>invent</i>	[ɪnˈvent]	v. r.	<i>jar</i>	[dʒa:(r)] jarro, jarrón
<i>inventor</i>	[ɪnˈventə(r)]	inventor	<i>jaw</i>	[dʒo:] mandíbula, quijada
<i>invest</i>	[ɪnˈvest]	v. r.	<i>jet</i>	[dʒet] chorro
<i>invite</i>	[ɪnˈvaɪt]	v. r.	<i>jet-liner</i>	[ˈdʒetˈlaɪnə(r)] avión de pa- sajeros de chorro
<i>involve</i>	[ɪnˈvɒlv]	v. r.		
<i>inward</i>	[ˈɪnwəd]	interior, interno		
<i>Ireland</i>	[ˈaɪələnd]	Irlanda	<i>Jew</i>	[dʒu:] judío, israelita
<i>Irish</i>	[ˈaɪərɪʃ]	irlandés	<i>jewel</i>	[ˈdʒu:əl] joya
<i>iron</i>	[ˈaɪən]	hierro	<i>jeweller</i>	[ˈdʒu:ələ(r)] joyero
<i>irregularity</i>	[ɪregjuˈlarɪti]	irregularidad	<i>job</i>	[dʒɒb] empleo, trabajo
<i>irritable</i>	[ˈɪrɪtəbl]	irascible, irritable	<i>jocularity</i>	[dʒɒkjuˈlarɪti] jocosidad
<i>is</i>	[ɪz/z/s]	es	<i>jocund</i>	[ˈdʒɒkənd] jocundo, alegre
— <i>ish</i> ,			<i>join</i>	[dʒɔɪn] v. r.
— <i>ist</i>	[-ɪʃ, -ɪst]	(sufijos)	<i>joint</i>	[dʒɔɪnt] v. r.
<i>island</i>	[ˈaɪlənd]	isla	<i>joint</i>	[dʒɔɪnt] articulación, juntura
<i>isn't</i>	[ˈɪzənt]	<i>is not</i>	<i>joke</i>	[dʒəʊk] v. r.
<i>isn't it?</i>	[ˈɪzənt ɪt?]	¿verdad?	<i>joke</i>	[dʒəʊk] chiste, broma
<i>isolation</i>	[aɪsəˈleɪʃən]	aislamiento	<i>jolly good</i>	[ˈdʒɒli ˈɡʊd] excelente
<i>issue</i>	[ˈɪʃju]	v. r.	<i>journalist</i>	[ˈdʒɜ:nəlɪst] periodista
<i>it</i>	[ɪt]	p. per. s. y ob.	<i>journey</i>	[ˈdʒɜ:nɪ] viaje
<i>Italian</i>	[ɪˈtʌljən]	italiano	<i>joy</i>	[dʒɔɪ] alegría
<i>italics</i>	[ɪˈtʌlɪks]	letra bastardilla	<i>judge</i>	[dʒʌdʒ] juez
<i>Italy</i>	[ˈɪtəli]	Italia	<i>judgement</i>	[ˈdʒʌdʒmənt] sentencia, veredicto
<i>item</i>	[ˈaɪtem]	item, partida, párrafo	<i>juice</i>	[dʒu:s] zumo, jugo
<i>itinerant</i>	[ɪˈtɪnərənt]	ambulante, errante	<i>July</i>	[dʒuˈlaɪ] julio
<i>its</i>	[ɪts]	p. pos.	<i>jump</i>	[dʒʌmp] v. r.
<i>it's</i>	[ɪts]	<i>it is, it has</i>	<i>June</i>	[dʒu:n] junio
<i>it's been</i>			<i>just</i>	[dʒʌst] justamente
<i>nice</i>			<i>just as</i>	[ˈdʒʌst əz] justamente cuando
<i>seeing</i>			<i>just then</i>	[ˈdʒʌst ˈðen] justamente entonces
<i>you</i>	[ɪts bi:n ˈnaɪs ˈsi:ɪŋ ju]	me ha alegra- do verte		
<i>itself</i>	[ɪtˈself]	se (ello mismo)	— K —	
<i>I've</i>	[aɪv]	<i>I have</i>	<i>keenly</i>	[ˈki:nli] agudamente, sutilmente
<i>ivy</i>	[ˈaɪvi]	hiedra	<i>keep</i>	[ki:p] v. i.

keep good  
time

['ki:p 'gud  
'taim]

señalar bien  
la hora

keep laws

['ki:p 'lo:z]

guardar las  
leyes

keep one's  
word

['ki:p 'wanz  
'wə:d]

mantener la  
palabra

keep order

['ki:p 'o:ðə(r)]

mantener el  
orden

keep quiet

['ki:p 'kwaiət]

callarse, estar  
quieto

keeper

['ki:pə(r)]

guardián

kennel

['kenl]

perrera,  
caseta

kerosene

['kerəsi:n]

keroseno

key

[ki:]

llave, clave

kick

[kik]

v. r.

kill

[kil]

v. r.

kilometer

['kilə'mi:tə(r)]

kilómetro

kind

[kaɪnd]

amable,  
caritativo

kind

[kaɪnd]

clase, especie

kindness

['kainnis]

bondad,  
amabilidad

king

[kiŋ]

rey

kingship

['kiŋʃɪp]

majestad,  
dignidad  
real

kinky

['kiŋki]

ensortijado,  
crespo

kiss

[kis]

beso

kiss

[kis]

v. r.

kit

[kit]

gatito

kitchen

['kitʃən]

cocina

kitchen-  
garden

['kitʃɪn'ga:dn]

huerto

kite

[kait]

cometa

kitten

['kitn]

gatito

knee

[ni:]

rodilla

kneel

[ni:l]

v. r.

knife

[naɪf]

cuchillo

knight

[naɪt]

caballero

knock

[nok]

v. r.

knot

[not]

nudo

know

[nəu]

v. i.

knowledge

['nolidʒ]

conocimiento

— L —

laboratory

[lə'borətəri]

laboratorio

labour

['leibə(r)]

trabajo,

labourer

['leibərə(r)]

labor

ladder

['ladə(r)]

obrero,

lady

['leidi]

bracero

lady doctor

['leidi  
'dɒktə(r)]

escalera de  
mano

lake

[leɪk]

señora

lamb

[læm]

doctora,  
médico

lame

[leɪm]

lago

lameness

['leɪmnɪs]

cordero

lamp

[læmp]

cojo, lisiado

land

[lænd]

cojera

land

[lænd]

lámpara

landing

['lændɪŋ]

v. r.

landing  
apron

['lændɪŋ  
'eɪprən]

tierra

landing  
apron

['lændɪŋ  
'eɪprən]

aterrizaje,  
desembarco

landing  
signal

['lændɪŋ  
'sɪɡnəl]

zona de esta-  
cionamiento

landing  
signal

['lændɪŋ  
'sɪɡnəl]

de aerona-  
ves

landlady

['læn'leɪdi]

señal de  
aterrizaje

lane

[leɪn]

ama, patrona

language

['læŋɡwɪdʒ]

senda, vereda

lantern

['læntən]

idioma

large

[lɑ:dʒ]

linterna

lark

[lɑ:k]

grande

lash

[lɑ:f]

alondra

last

[lɑ:st]

látigo, fusta

last

[lɑ:st]

v. r.

last

[lɑ:st]

último,

last night

['lɑ:st 'naɪt]

pasado

last week

['lɑ:st 'wi:k]

anoche

late

[leɪt]

la semana

late

[leɪtli]

pasada

late

[leɪtli]

tarde (adv.)

late

[leɪtli]

recientemente,

late

[leɪtli]

últimamente

lathe

[leɪð]

torno

<i>Latin</i>	[ˈlætɪn]	latín	<i>let down</i>	[ˈlet ˈdaʊn]	bajar (v. transi- tivo)
<i>latter</i>	[ˈlætə(r)]	de <i>late</i>	<i>let me see</i>	[ˈlet mi: ˈsi:]	déjame pen- sar
<i>laugh at</i>	[ˈlɑ:f at/ət]	v. r.	<i>letter</i>	[ˈletə(r)]	carta, letra
<i>laugh</i>	[lɑ:f]	risa	<i>lettuce</i>	[ˈletɪs]	lechuga
<i>launch</i>	[lɔ:ntʃ]	v. r.	<i>level</i>	[ˈlevl]	v. r.
<i>lavatory</i>	[ˈlavətəri]	lavabo, baño	<i>liable</i>	[ˈlaɪəbl]	propenso, expuesto
<i>law</i>	[lɔ:]	ley, derecho (n.)	<i>liberation</i>	[lɪbəˈreɪʃən]	liberación
<i>lawyer</i>	[ˈlɔ:jə(r)]	abogado	<i>liberator</i>	[lɪbəˈreɪtə(r)]	libertador
<i>lay</i>	[lei]	v. i.	<i>liberty</i>	[ˈlɪbəti]	libertad
<i>lay an egg</i>	[ˈlei ən ˈeg]	poner un huevo	<i>library</i>	[ˈlaɪbrəri]	biblioteca
<i>lay the table</i>	[ˈlei ðə ˈteɪbl]	poner la mesa	<i>lid</i>	[lɪd]	tapa, tapa- dera
<i>layer</i>	[ˈleɪə(r)]	capa, estrato	<i>lie</i>	[lai]	v. r.
<i>lazy</i>	[ˈleɪzi]	perezoso, flojo	<i>lie</i>	[lai]	v. i.
<i>lead</i>	[li:d]	v. i.	<i>lie</i>	[lai]	mentira
<i>lead</i>	[led]	plomo	<i>life</i>	[laɪf]	vida
<i>leader</i>	[ˈli:də(r)]	líder, jefe	<i>life-time</i>	[ˈlaɪftaɪm]	curso de la vida
<i>leaf</i>	[li:f]	hoja	<i>lift</i>	[lɪft]	ascensor
<i>leak</i>	[li:k]	v. r.	<i>lift = ride</i>	[lɪft, raɪd]	“colita”, viaje
<i>leaning</i>			<i>light</i>	[laɪt]	luz
<i>tower</i>	[ˈli:nɪŋ ˈtauə(r)]	torre inclinada	<i>light</i>	[laɪt]	ligero, no pesado
<i>leap year</i>	[ˈli:p-jə:(r)]	año bisiesto	<i>light</i>	[laɪt]	v. i.
<i>learn</i>	[lə:n]	v. i.	<i>lighting</i>	[ˈlaɪtɪŋ]	iluminación, alumbrado
<i>learned</i>			<i>lightning</i>	[ˈlaɪtnɪŋ]	relámpago
<i>man</i>	[ˈlə:nɪd mən]	erudito, experto	<i>like</i>	[laɪk]	v. r.
<i>least</i>	[li:st]	de <i>little</i>	<i>like</i>	[laɪk]	como, igual, semejante
<i>leave</i>	[li:v]	v. i.	<i>likewise</i>	[ˈlaɪk-waɪz]	igualmente
<i>leave-taking</i>	[ˈli:vˈteɪkɪŋ]	despedida	<i>line</i>	[laɪn]	vía férrea
<i>leaves</i>	[li:vz]	hojas	<i>line</i>	[laɪn]	línea, fila
<i>lecturer</i>	[ˈlektʃərə(r)]	catedrático, lector	<i>lion</i>	[ˈlaɪən]	león
<i>left</i>	[left]	pierna	<i>lip</i>	[lɪp]	labio
<i>leg</i>	[leg]	izquierda	<i>liquid</i>	[ˈlɪkwɪd]	líquido
<i>legacy</i>	[ˈlegəsi]	legado, herencia	<i>list</i>	[lɪst]	lista, relación
<i>lemonade</i>	[leməˈneɪd]	limonada	<i>listen</i>	[ˈlɪsn]	v. r.
<i>lend</i>	[lend]	v. i.	<i>literary</i>	[ˈlɪtərəri]	literario
<i>length</i>	[lenθ]	longitud	<i>literature</i>	[ˈlɪtərɪtʃə(r)]	literatura
<i>lengthen</i>	[ˈlenθən]	v. r.	<i>little</i>	[ˈlɪtl]	poco, pe- queño
<i>less</i>	[les]	menos	<i>live</i>	[lɪv]	v. r.
<i>— less</i>	[-lɪs]	(sufijo)	<i>lively</i>	[ˈlaɪvlɪ]	vivo, brioso
<i>lesson</i>	[ˈlesn]	lección	<i>lives</i>	[laɪvz]	vidas
<i>let</i>	[let]	v. i.	<i>load</i>	[ləʊd]	v. r.



<i>magazine</i>	[magə'zi:n]	revista, al- macén	<i>mansion</i>	['manʃən]	mansión, residencia
<i>magic</i>	['madʒik]	mágico	<i>manufac- ture</i>	[manju- 'faktʃə(r)]	industria, ma- nufactura
<i>magician</i>	[mə'dʒiʃən]	mago, hechi- cero	<i>manufactur- ing</i>	[manju- 'faktʃəriŋ]	fabril, indus- trial
<i>magnificent</i>	[mag'nifisnt]	magnífico, grandioso	<i>manuscript</i>	['manjuskript]	escrito, ma- nuscrito
<i>magnitude</i>	['magnitju:d]	magnitud, tamaño	<i>many</i>	['meni]	muchos, as
<i>maid</i>	[meid]	doncella, sirvienta	<i>map</i>	[map]	mapa
<i>maid- servant</i>	['meid'sə:vənt]	sirvienta, criada	<i>March</i>	[ma:tʃ]	marzo
<i>mail</i>	[meil]	correo, co- rresponden- cia	<i>march</i>	[ma:tʃ]	v. r., marcha
<i>mail-box</i>	['meilboks]	buzón	<i>mare</i>	[mæ(r)]	yegua
<i>main</i>	[mein]	principal	<i>margin</i>	['ma:dʒin]	margen, orilla
<i>mainland</i>	['meinland]	continente, tierra firme	<i>mark</i>	[ma:k]	v. r.
<i>majesty</i>	['madʒisti]	majestad	<i>mark</i>	[ma:k]	señal, marca
<i>majority</i>	[mə'dʒoriti]	mayoría	<i>market</i>	['ma:kit]	mercado
<i>make</i>	[meik]	v. i.	<i>marmalade</i>	['ma:məleɪd]	mermelada (naranja)
<i>make a mistake</i>	['meik ə mis'teik]	equivocarse	<i>marriage</i>	['marɪdʒ]	matrimonio, boda
<i>make fun of</i>	['meik 'fʌn əv]	reírse de	<i>married</i>	['marɪd]	casado
<i>make haste</i>	['meik 'heɪst]	darse prisa	<i>marry</i>	['mari]	v. r.
<i>make out</i>	['meik 'aʊt]	descifrar, comprender	<i>marvellous</i>	['ma:vɪləs]	maravilloso, asombroso
<i>make sure that</i>	['meik 'ʃʊə ʒət]	asegurarse que	<i>masque</i>	[ma:sk]	mascara
<i>make tea</i>	['meik 'ti:]	hacer té	<i>mass</i>	[mas]	masa, misa
<i>make up one's mind</i>	['make 'ʌp 'waɪnz 'maɪnd]	decidirse	<i>master</i>	['ma:stə(r)]	amo, dueño
<i>male-nurse</i>	['meɪl'nɜ:s]	enfermero	<i>match</i>	[matʃ]	partido, lucha
<i>malleable</i>	['maliəbl]	maleable	<i>matches</i>	['matʃɪz]	fósforos
<i>man</i>	[man]	hombre	<i>mate</i>	[meɪt]	compañero, camarada
<i>manage</i>	['manɪdʒ]	v. r.	<i>material</i>	[mə'tiəriəl]	material, género
<i>manager</i>	['manɪdʒə(r)]	gerente, ad- ministrador	<i>matter</i>	['matə(r)]	v. r.
<i>manganese</i>	[mæŋgə'ni:z]	manganeso	<i>matter</i>	['matə(r)]	materia, asunto
<i>manner</i>	['manə(r)]	manera, modo	<i>May</i>	[meɪ]	mayo
			<i>may</i>	[meɪ]	v. i. defectivo
			<i>mayn't</i>	[meɪnt]	<i>may not</i>
			<i>me</i>	[mi:]	ob. de <i>I</i>
			<i>me too</i>	[mi: 'tu:]	yo también
			<i>meadow</i>	['medəu]	prado, pra- dera

<i>meal</i>	[mi:l]	comida	<i>merely</i>	[ˈmiəli]	meramente
<i>mean</i>	[mi:n]	v. i.	<i>merry</i>	[ˈmeri]	alegre, jovial
<i>mean to do</i>	[ˈmi:n tu ˈdu:]	querer hacer	<i>message</i>	[ˈmesidʒ]	mensaje, recado
<i>meaning</i>	[ˈmi:nɪŋ]	significado	<i>metal</i>	[ˈmetl]	metal
<i>meantime</i>	[ˈmi:nˈtaim]	mientras tanto	<i>meteor</i>	[ˈmi:tjə(r)]	meteoro
<i>meant for</i>	[ˈment fo:(r)]	ideado, hecho para	<i>meteorite</i>	[ˈmi:tjərait]	meteorito
<i>measure</i>	[ˈmeʒə(r)]	medida	<i>method</i>	[ˈmeθəd]	método
<i>measure</i>	[ˈmeʒə(r)]	v. r.	<i>metre</i>	[ˈmi:tə(r)]	metro
<i>measurements</i>	[ˈmeʒəmənts]	medidas	<i>mice</i>	[maɪs]	ratones
<i>meat</i>	[mi:t]	carne	<i>microbe</i>	[ˈmaɪkrəʊb]	microbio
<i>mechanic</i>	[miˈkanɪk]	mecánico	<i>microscope</i>	[ˈmaɪkrəskəʊp]	microscopio
<i>medicine</i>	[ˈmedsɪn]	medicina	<i>middle</i>	[ˈmɪdl]	centro, medio
<i>Mediterranean</i>	[ˈmedɪtəˌˈreɪnjən]	Mediterráneo	<i>midnight</i>	[ˈmɪdnait]	medianoche
<i>meet</i>	[mi:t]	v. i.	<i>might</i>	[maɪt]	de <i>may</i>
<i>meeting</i>	[ˈmi:tɪŋ]	reunión, entrevista	<i>mightn't</i>	[ˈmaɪnt]	<i>might not</i>
<i>melancholy</i>	[ˈmelənkəli]	melancolía	<i>mile</i>	[maɪl]	milla
<i>melon</i>	[ˈmelən]	melón	<i>milk</i>	[mɪlk]	leche
<i>melt</i>	[melt]	v. r.	<i>milk</i>	[mɪlk]	v. r.
<i>member</i>	[ˈmembə(r)]	miembro, socio	<i>milky way</i>	[ˈmɪlki ˈwei]	vía láctea
<i>memorable</i>	[ˈmemərəbl]	memorable	<i>mill</i>	[mɪl]	molino
<i>memory</i>	[ˈmeməri]	memoria	<i>million</i>	[ˈmɪljən]	millón
<i>men</i>	[men]	hombres	<i>mind</i>	[maɪnd]	inteligencia, mente
<i>menace</i>	[ˈmenəs]	amenaza	<i>mind</i>	[maɪnd]	v. r.
<i>mend</i>	[mend]	v. r.	<i>mine</i>	[maɪn]	mina
<i>menial</i>	[ˈmi:njəl]	doméstico, servil	<i>mine</i>	[maɪn]	p. pos.
<i>mention</i>	[ˈmenʃən]	v. r.	<i>miner</i>	[ˈmaɪnə(r)]	minero
<i>mentioned above</i>	[ˈmenʃənd əˈbʌv]	antes citado	<i>minstrel</i>	[ˈmɪnstrel]	trovador
<i>merchant</i>	[ˈmɑ:tʃənt]	traficante, mercader	<i>mint</i>	[mɪnt]	casa de la moneda
<i>merchant ship</i>	[ˈmɑ:tʃəntʃɪp]	buque mercante	<i>minute</i>	[ˈmɪnɪt]	minuto
<i>merciful</i>	[ˈmɑ:sɪfʊl]	compasivo, clemente	<i>minute</i>	[maɪˈnju:t]	diminuto
<i>mercy</i>	[ˈmɑ:si]	misericordia, compasión	<i>miracle</i>	[ˈmɪrəkl]	milagro
<i>mere</i>	[mɪə(r)]	mero, simple	<i>mirror</i>	[ˈmɪrə(r)]	espejo
			<i>misdeed</i>	[ˈmɪsˈdi:d]	techoría, delito
			<i>miser</i>	[ˈmaɪzə(r)]	avaro, tacaño
			<i>miss</i>	[mɪs]	v. r.
			<i>miss</i>	[mɪs]	señorita
			<i>missing</i>	[ˈmɪsɪŋ]	ausente, que falta
			<i>mission</i>	[ˈmɪʃən]	misión
			<i>misspelling</i>	[ˈmɪsˈspeliŋ]	falta de ortografía
			<i>mistake</i>	[mɪsˈteɪk]	v. r.
			<i>mistake</i>	[mɪsˈteɪk]	error, equivocación

<i>mistaken</i>	[mis'teikən]	equivocado, erróneo	<i>mouse</i>	[maus]	ratón
<i>mister</i>	['mistə(r)]	señor	<i>mouth</i>	[mauθ]	boca, entrada
<i>mistress</i>	['mistris]	señora, ama	<i>move</i>	[mu:v]	v. r.
<i>misty</i>	['mistɪ]	brumoso, con niebla	<i>movement</i>	['mu:vmənt]	movimiento
<i>mix</i>	[miks]	v. r.	<i>movies</i>	['mu:vis]	cine
<i>mixed up</i>	['mɪkst 'ʌp]	mezclado	<i>Mr.</i>	['mistə(r)]	de <i>mister</i>
<i>mixture</i>	['mɪkstʃə(r)]	mezcla	<i>Mrs.</i>	['mɪsɪz]	de <i>mistress</i>
<i>moan</i>	[məʊn]	v. r.	<i>much</i>	[mʌtʃ]	mucho
<i>mob</i>	[mɒb]	turba	<i>mule</i>	[mju:l]	mula
<i>modern</i>	['mɒdən]	moderno	<i>multitude</i>	['mʌltɪtju:d]	multitud, gentío
<i>moisture</i>	['moɪstʃə(r)]	humedad	<i>mummy</i>	['mami]	mamá
<i>molecule</i>	['mɒlɪkju:l]	molécula, partícula	<i>municipal</i>	[mju'nɪsɪpəl]	municipal
<i>molten</i>	['mɒltən]	fundido (de metal)	<i>murder</i>	['mæ:də(r)]	v. r.
<i>moment</i>	['məʊmənt]	momento	<i>murder</i>	['mæ:də(r)]	asesinato
<i>monarch</i>	['mɒnək]	monarca	<i>murderous</i>	*['mæ:dərəs]	asesino, sanguinario (a.)
<i>monday</i>	['mʌndɪ]	lunes	<i>muscle</i>	['mʌsl]	músculo
<i>money</i>	['mʌni]	dinero	<i>museum</i>	[mju'ziəm]	museo
<i>monkey</i>	['mʌŋki]	mono	<i>music</i>	['mju:zɪk]	músico
<i>month</i>	[mʌnθ]	mes	<i>musical</i>	['mju:zɪkəl]	musical
<i>monument</i>	['mɒnjumənt]	monumento	<i>musician</i>	[mju'zɪʃən]	músico
<i>mood</i>	[mu:d]	humor, talante	<i>must</i>	[mʌst/məst /məs]	v. i. defectivo
<i>moon</i>	[mu:n]	luna	<i>mustn't</i>	['mʌsnt]	<i>must not</i>
<i>Moor</i>	[muə(r)]	moro, árabe	<i>mutation</i>	[mju'teɪʃən]	variación, cambio
<i>moorish</i>	['muəriʃ]	morisco, pantanoso	<i>my</i>	[mai]	mi, mis
<i>mop</i>	[mɒp]	mechón	<i>myself</i>	[mai'self]	me (yo mismo)
<i>more</i>	[mo:(r)]	más	<i>mystery</i>	['mɪstəri]	misterio
<i>more and more</i>	['mo:r and 'mo:(r)]	más y más	<i>mysterious</i>	[mis'tɪəriəs]	misterioso
<i>morning</i>	['mo:nɪŋ]	mañana (n.)	— N —		
<i>most</i>	[məʊst]	de <i>much</i>			
<i>most</i>	[məʊst]	la mayoría, la mayor parte	<i>nail</i>	[neɪl]	uña, clavo
<i>mother</i>	['mʌðə(r)]	madre	<i>name</i>	[neɪm]	nombre
<i>motion</i>	['məʊʃən]	movimiento, moción	<i>name</i>	[neɪm]	v. r.
<i>motor-car</i>	['məʊtəka:(r)]	automóvil	<i>named after</i>	['neɪmd 'a:ftə(r)]	llamado, según
<i>motorist</i>	['məʊtərɪst]	motorista	<i>narrative</i>	['nærətɪv]	narrativo
<i>mould</i>	[məʊld]	molde	<i>narrow</i>	['nærəʊ]	estrecho, angosto
<i>mount</i>	[maʊnt]	v. r.	<i>nasty</i>	['na:sti]	desagradable
<i>mount</i>	[maʊnt]	monte	<i>nation</i>	['neɪʃən]	nación
<i>mountain</i>	['maʊntɪn]	montaña			

<i>national</i>	[ˈnəʃənəl]	nacional	<i>never</i>	[ˈnevə(r)]	nunca, jamás
<i>National Anthem</i>	[ˈnəʃənəl ˈæntəm]	Himno Nacional	<i>never mind!</i>	[ˈnevə ˈmaɪnd!]	no importa
<i>native</i>	[ˈneɪtɪv]	nativo, indígena	<i>new</i>	[nju:]	nuevo
<i>nativity</i>	[nəˈtɪvɪtɪ]	nacimiento, natividad	<i>new-born</i>	[ˈnju:ˈbɔ:n]	recién nacido
<i>naturally</i>	[ˈnatʃrəli]	naturalmente	<i>new-comer</i>	[ˈnju:ˈkʌmə(r)]	recién llegado
<i>nature</i>	[ˈneɪtʃə(r)]	naturaleza	<i>newly-married</i>	[ˈnju:li ˈmarɪd]	recién casado
<i>naughty</i>	[ˈno:ti]	díscolo, desobediente	<i>news</i>	[nju:z]	noticias, nuevas
<i>naval</i>	[ˈneɪvəl]	naval	<i>newspaper</i>	[ˈnju:speɪpə(r)]	periódico
<i>navigator</i>	[ˈnævɪgeɪtə(r)]	navegante, marino	<i>New York</i>	[ˈnju: ˈjo:k]	Nueva York
<i>near</i>	[niə(r)]	cerca, cerca de	<i>next</i>	[nekst]	próximo, siguiente
<i>nearby</i>	[ˈniəbaɪ]	cercano	<i>next door</i>	[ˈnekst ˈdo:]	la puerta contigua
<i>nearly</i>	[ˈniəli]	casi, aproximadamente	<i>next to</i>	[ˈnekst tə]	junto, al lado de
<i>necessary</i>	[ˈnesəsəri]	necesario	<i>nice</i>	[nais]	agradable, lindo
<i>neck</i>	[nek]	cuello	<i>nicely</i>	[ˈnaisli]	delicadamente
<i>need</i>	[ni:d]	v. r.	<i>niece</i>	[ni:s]	sobrina
<i>need</i>	[ni:d]	necesidad	<i>night</i>	[nait]	noche
<i>needle</i>	[ˈni:dl]	aguja	<i>night-dress</i>	[ˈnaitdres]	camisón
<i>needlessly</i>	[ˈni:dlɪsli]	inútilmente	<i>Nile</i>	[nail]	Nilo
<i>ne'er</i>	[nɛə(r)]	de <i>never</i>	<i>nine</i>	[nain]	nueve
<i>negative</i>	[ˈnegətɪv]	negativo	<i>nineteen</i>	[ˈnaɪnˈti:n]	diecinueve
<i>negatively</i>	[ˈnegətɪvli]	negativamente	<i>ninety</i>	[ˈnaɪnti]	noventa
<i>neglect</i>	[niˈglekt]	v. r.	<i>no</i>	[nəu]	<i>not a</i>
<i>negotiations</i>	[nɪɡəʊˈɪʃɪənz]	negociaciones	<i>no</i>	[nəu]	no
<i>neighbour</i>	[ˈneɪbə(r)]	vecino	<i>no doubt</i>	[ˈnəu ˈdaʊt]	sin duda
<i>neighbourhood</i>	[ˈneɪbəhʊd]	vecindad, vecindario	<i>noble</i>	[ˈnəʊbl]	noble, ilustre
<i>neighbouring</i>	[ˈneɪbəɪɪŋ]	vecino (a.)	<i>nobleman</i>	[ˈnəʊblmən]	noble (n.)
<i>neither</i>	[ˈnaɪðə(r)]	ni uno ni otro	<i>nobody</i>	[ˈnəʊbədi]	nadie
<i>nephew</i>	[ˈnevju]	sobrino	<i>noise</i>	[noɪz]	ruido
<i>nervous</i>	[ˈnɜ:vəs]	nervioso	<i>noisy</i>	[ˈnoɪzi]	ruidoso
<i>— ness</i>	[ˈnis]	(sufijo)	<i>none</i>	[nʌn]	ninguno, a, nada
<i>nest</i>	[nest]	nido	<i>nonsense</i>	[ˈnɒnsəns]	absurdo, disparate
<i>net</i>	[net]	red, malla	<i>nook</i>	[nʊk]	rincón, escondrijo
<i>neutralization</i>	[nɪˈtrəlaɪˈzeɪʃən]	neutralización	<i>noon</i>	[nu:n]	mediodía
			<i>no one</i>	[ˈnəʊwʌn]	nadie, ninguno
			<i>north</i>	[nɔ:θ]	norte
			<i>northern</i>	[ˈnɔ:ðən]	septentrional
			<i>Norway</i>	[ˈnɔ:wei]	Noruega
			<i>nose</i>	[nəʊz]	nariz



<i>not</i>	[not]	no	<i>office</i>	['ofis]	oficio, ocupación
<i>note</i>	[nəut]	nota, apunte	<i>office</i>	['ofis]	oficina
<i>note-book</i>	['nəutbuk]	libreta	<i>officer</i>	['ofisə(r)]	oficial, funcionario
<i>not only</i>	['not 'əunli]	no sólo	<i>official</i>	[ə'fiʃəl]	oficial (a.)
<i>nothing</i>	['nʌθɪŋ]	nada	<i>oft</i>	[o:ft]	frecuente, a menudo
<i>notice</i>	['nəutis]	anuncio, aviso	<i>often</i>	['ofən]	frecuentemente
<i>notice</i>	['nəutis]	v. r.	<i>oh!</i>	[əu!]	¡oh!
<i>notwith-</i>			<i>oh dear!</i>	['əu 'diə(r)]	¡Dios mío!
<i>standing</i>	['notwiθ- 'standɪŋ]	no obstante	<i>oil</i>	[oil]	aceite, petróleo
<i>noun</i>	[naun]	nombre	<i>old</i>	[əuld]	viejo
<i>novel</i>	['nɒvəl]	novela	<i>old-</i>		
<i>novelist</i>	['nɒvəlɪst]	novelista	<i>fashioned</i>	['əuld'faʃənd]	anticuado
<i>November</i>	[nəu'vembə(r)]	noviembre	<i>olive</i>	['olɪv]	oliva, aceituna
<i>now</i>	[nau]	ahora	<i>omelette</i>	['ɒmlɪt]	tortilla
<i>now!</i>	[nau!]	bien ... así	<i>on</i>	[on]	en, sobre
<i>now that</i>	['nau ðæt]	ahora que	<i>on and on</i>	['ɒn ənd 'ɒn]	continuamente
<i>nowhere</i>	['nəuweə(r)]	en ninguna parte	<i>on board</i>	[ɒn 'bɔ:d]	a bordo
<i>number</i>	['nʌmbə(r)]	número	<i>on condi-</i>		
<i>nun</i>	[nʌn]	monja	<i>tion that</i>	['ɒn kən'dɪʃən ðæt]	con la condición de que
<i>nurse</i>	[nɜ:s]	enfermera	<i>on fire</i>	[ɒn 'faɪə(r)]	ardiendo, en llamas

— O —

<i>obey</i>	[ə'bei]	v. r.	<i>on foot</i>	[ɒn 'fʊt]	a pie
<i>object</i>	['ɒbdʒɪkt]	objeto	<i>on horse-</i>		
<i>object</i>	[ɒb'dʒekt]	v. r.	<i>back</i>	[ɒn 'hɔ:sbak]	a caballo.
<i>observant</i>	[əb'zə:vənt]	observante.	<i>on purpose</i>	[ɒn 'pə:pəs]	expresamente, adrede
		obediente	<i>on the left</i>	[ɒn ðə 'left]	a la izquierda
<i>observe</i>	[əb'zə:v]	v. r.	<i>on the</i>		
<i>obtain</i>	[əb'tein]	v. r.	<i>phone</i>	[ɒn ðə 'fəʊn]	al teléfono
<i>obstinately</i>	['ɒbstɪnɪtli]	obstinadamente	<i>on the other</i>		
			<i>hand</i>	[ɒn ðɪ 'ʌðə 'hænd]	por otro lado
<i>occasion</i>	[ə'keɪzən]	ocasión	<i>on the right</i>	[ɒn ðə 'raɪt]	a la derecha
<i>occupation</i>	[ɒkju'peɪʃən]	ocupación	<i>once</i>	[wʌns]	una vez
<i>occupy</i>	['ɒkjʊpaɪ]	v. r.	<i>one</i>	[wʌn]	uno
<i>ocean</i>	['əʊʃən]	océano	<i>one another</i>	['wʌn ə'nʌðə(r)]	se (uno a otro)
<i>o'clock</i>	[ə'klɒk]	(de el reloj)	<i>one by one</i>	['wʌn baɪ 'wʌn]	uno a uno
<i>October</i>	[ɒk'təʊbə(r)]	octubre			
<i>odd</i>	[ɒd]	raro, extraño			
<i>o'er</i>	['əʊə(r)]	de over			
<i>of</i>	[ɒv/əv]	de			
<i>of course</i>	[əv'kɔ:s]	por supuesto			
<i>off</i>	[ɒf]	lejos, distante			
<i>offend</i>	[ə'fend]	v. r.			
<i>offer</i>	['ɒfə(r)]	v. r.			



<i>painting</i>	['peɪntɪŋ]	pintura, cuadro	<i>pay</i>	[pei]	v. i.
<i>pair</i>	[pɛə(r)]	par, pareja	<i>pay atten- tion</i>	['pei ə'tenʃən]	prestar atención
<i>palace</i>	['pælɪs]	palacio	<i>pea</i>	[pi:]	guisante, chicharo
<i>pale</i>	[peɪl]	pálido	<i>peace</i>	[pi:s]	paz
<i>pamphleteer</i>	[pamfli'tiə(r)]	folletista, panfletista	<i>peaceable</i>	['pi:səbl]	apacible, pacífico
<i>pantheon</i>	[pan'θi:ən]	panteón	<i>pear</i>	[pɛə(r)]	pera
<i>paper</i>	['peɪpə(r)]	papel	<i>pearl</i>	[pɔ:l]	perla
<i>paper</i>	['peɪpə(r)]	v. r.	<i>peck</i>	[pek]	$\frac{1}{4}$ de bushel
<i>paragraph</i>	['parəgra:f]	párrafo	<i>peculiarity</i>	[pikju:'li'arɪti]	peculiaridad
<i>Paraguay</i>	['parəgwai]	Paraguay	<i>peer</i>	[piə(r)]	v. r.
<i>parcel</i>	['pa:sl]	paquete, bulto	<i>pen</i>	[pen]	pluma
<i>pare</i>	[pɛə(r)]	v. r.	<i>pen</i>	[pen]	v. r.
<i>parent</i>	['pɛərənt]	padre o madre	<i>pence</i>	[pens]	peniques
<i>parents</i>	['pɛərənts]	padre y madre	<i>pencil</i>	['pensl]	lápiz
<i>Paris</i>	['parɪs]	París	<i>pencil-box</i>	['penslbɒks]	caja de lápices
<i>park</i>	[pa:k]	parque	<i>pencil- sharpener</i>	['pensl- 'ʃa:pənə(r)]	sacapuntas
<i>park</i>	[pa:k]	v. r.	<i>penetrate</i>	['penɪtreɪt]	v. r.
<i>parishioner</i>	[pə'riʃənə(r)]	feligres, pa- rroquiano	<i>penny</i>	['peni]	penique
<i>parrot</i>	['parət]	loro	<i>pennyworth</i>	['peniwəθ]	del valor de un penique
<i>part</i>	[pa:t]	v. r.	<i>people</i>	['pi:pl]	gente, personas
<i>part</i>	[pa:t]	parte	<i>peper</i>	['pɛpə(r)]	pimienta, ají
<i>party</i>	['pa:ti]	reunión, fiesta	<i>per cent</i>	[pə'sent]	por ciento
<i>pass</i>	[pa:s]	v. r.	<i>perfect</i>	['pɜ:fɪkt]	perfecto
<i>passage</i>	['pasɪdʒ]	galería, pasaje, transcurso	<i>perfectly</i>	['pɜ:fɪktli]	perfectamente
<i>passenger</i>	['pasɪndʒə(r)]	pasajero	<i>perfume</i>	[pə:'fju:m]	perfume
<i>pass one's examina- tion</i>	['pa:s 'wʌnz ɪgzami- 'neiʃən]	aprobar	<i>perhaps</i>	[pə'haps]	quizá
<i>passport</i>	['pa:s-po:t]	pasaporte	<i>perilous</i>	['perɪləs]	peligroso
<i>past</i>	[pa:st]	pasado	<i>period</i>	['piəriəd]	período
<i>Patagonia</i>	[patə'gəʊnjə]	Patagonia	<i>periodical</i>	[piəri'ɒdɪkəl]	revista, publicación
<i>path</i>	[pa:θ]	senda, vereda	<i>perish</i>	['pɛrɪʃ]	v. r.
<i>patient</i>	['peɪʃənt]	paciente, enfermo	<i>permanence</i>	['pɜ:mənəns]	permanencia
<i>patriot</i>	['peɪtriət]	patriota	<i>permit</i>	['pɜ:mit]	v. r.
<i>pattern</i>	['pætən]	modelo, muestra	<i>person</i>	['pɜ:sn]	persona
<i>pause</i>	[po:z]	pausa	<i>personal</i>	['pɜ:snəl]	personal
<i>paw</i>	[po:]	garra, zarpa	<i>Peru</i>	[pə'ru:]	Perú
			<i>petrol</i>	['petrəl]	gasolina
			<i>petroleum</i>	[pi'trəʊliəm]	petróleo bru- to, crudos
			<i>petticoat</i>	['petɪkəʊt]	saya, faldas

<i>phone</i>	[fəʊn]	teléfono	<i>plan</i>	[plan]	v. r.
<i>phonograph</i>	[ˈfəʊnəgrɑ:f]	fonógrafo	<i>plan</i>	[plan]	plan, proyecto
<i>phosphorous</i>	[ˈfosfərəs]	fosforoso	<i>plane</i>	[plein]	avión
<i>photograph</i>	[ˈfəʊtəgrɑ:f]	v. r.	<i>plant</i>	[plan:t]	v. r.
<i>photographer</i>	[fəˈtəgrəfə(r)]	fotógrafo	<i>plant</i>	[plan:t]	planta, instalación
<i>physicals</i>	[ˈfizikəls]	propiedades físicas	<i>plash</i>	[pləʃ]	v. r.
<i>physics</i>	[ˈfiziks]	física (ciencia)	<i>plastic</i>	[ˈplastik]	plástico, fácil de moldear
<i>pianist</i>	[ˈpjənɪst]	pianista	<i>plate</i>	[pleɪt]	plato
<i>piano</i>	[ˈpjənəʊ]	piano	<i>play</i>	[pleɪ]	v. r.
<i>pick out</i>	[ˈpɪk ˈaʊt]	elegir, escoger	<i>play</i>	[pleɪ]	comedia
<i>pick to pieces</i>	[ˈpɪk tu ˈpi:sɪz]	desbaratar	<i>play a trick</i>	[ˈpleɪ ə ˈtrɪk]	engañar a alguien
<i>pick up</i>	[ˈpɪk ˈʌp]	v. r.	<i>play music</i>	[ˈpleɪ ˈmju:zɪk]	tocar música
<i>pickled</i>	[ˈpɪkld]	escabechado, encurtido	<i>player</i>	[ˈpleɪə(r)]	jugador
<i>picture</i>	[ˈpɪktʃə(r)]	cuadro, figura	<i>paything</i>	[ˈpleɪ-θɪŋ]	juguete
<i>pictures = movies</i>	[ˈpɪktʃəz]	el cine	<i>plead guilty</i>	[ˈpli:d ˈɡɪlti]	confesarse culpable
<i>piece</i>	[pi:s]	pieza, trozo	<i>pleasant</i>	[ˈplezənt]	agradable
<i>piece of chalk</i>	[ˈpi:s əv ˈtʃɔ:k]	trozo de tiza	<i>please!</i>	[pli:z!]	¡por favor!
<i>pierce</i>	[piəs]	v. r.	<i>please</i>	[pli:z]	v. r.
<i>pig</i>	[pɪg]	pigote, cerdo	<i>pleased with</i>	[ˈpli:zd wɪð]	satisfecho con
<i>piglet</i>	[ˈpɪɡlɪt]	cerdito, cochinito	<i>pleasure</i>	[ˈpleʒə(r)]	placer, gusto
<i>pile</i>	[paɪl]	pila, montón	<i>plenty</i>	[ˈplenti]	abundancia, abundante
<i>pilgrim</i>	[ˈpɪlɡrɪm]	peregrino	<i>plunder</i>	[ˈplʌndə(r)]	despojo, saqueo
<i>pilgrimage</i>	[ˈpɪlɡrɪmɪdʒ]	peregrinación	<i>plural</i>	[ˈpluərəl]	plural
<i>pill</i>	[pɪl]	píldora	<i>pocket</i>	[ˈpɒkɪt]	bolsillo
<i>pillow-slip</i>	[ˈpɪləʊ-slɪp]	funda de almohada	<i>poem</i>	[ˈpəʊɪm]	poema
<i>pilot</i>	[ˈpaɪlət]	piloto	<i>poet</i>	[ˈpəʊɪt]	poeta
<i>pin</i>	[pɪn]	alfiler	<i>poetry</i>	[ˈpəʊetɪ]	poesía
<i>pineapple</i>	[ˈpaɪnˈapl]	piña	<i>point</i>	[pɔɪnt]	punto, grado
<i>pipe</i>	[paɪp]	pipa, tubo	<i>point</i>	[pɔɪnt]	v. r.
<i>pistol</i>	[ˈpɪstl]	pistola	<i>pointer</i>	[ˈpɔɪntə(r)]	indicador
<i>pity</i>	[ˈpɪti]	lástima, compasión	<i>poison</i>	[ˈpɔɪzn]	veneno
<i>place</i>	[pleɪs]	v. r.	<i>poisonous</i>	[ˈpɔɪznəs]	venenoso
<i>place</i>	[pleɪs]	lugar, sitio	<i>police</i>	[pəˈli:s]	(la) policía
<i>plain</i>	[pleɪn]	sencillo, claro	<i>policeman</i>	[pəˈli:smən]	policía
<i>plain</i>	[pleɪn]	llano, llanura	<i>policy</i>	[ˈpɒljəsi]	política
			<i>polish</i>	[ˈpɒlɪʃ]	v. r.
			<i>polite</i>	[pəˈlaɪt]	cortés, atento
			<i>politely</i>	[pəˈlaɪtli]	cortésmente
			<i>political</i>	[pəˈlɪtɪkəl]	político (a.)
			<i>politics</i>	[ˈpɒlɪtɪks]	(la) política
			<i>pond</i>	[pɒnd]	estanque, laguna
			<i>ponder</i>	[ˈpɒndə(r)]	v. r.

<i>pony</i>	[ˈpəʊni]	caballito, pony	<i>present</i>	[ˈpreznt]	regalo, presente
<i>poor</i>	[puə(r)]	pobre	<i>presently</i>	[ˈprezəntli]	más tarde, luego
<i>popular</i>	[ˈpɒpjulə(r)]	popular	<i>preserve</i>	[priˈzə:v]	v. r.
<i>population</i>	[ˈpɒpjʊˈleiʃən]	población	<i>president</i>	[ˈprezɪdənt]	presidente
<i>porcupine</i>	[ˈpɔ:kjʊpaɪn]	puerco espín	<i>press</i>	[pres]	v. r.
<i>pork</i>	[pɔ:k]	carne de cerdo	<i>pressure</i>	[ˈpreʃə(r)]	presión
<i>port</i>	[pɔ:t]	puerto	<i>presumed</i>	[priˈzju:md]	supuesto, sospechado
<i>porter</i>	[ˈpɔ:tə(r)]	maletero, mozo	<i>pretend</i>	[priˈtend]	v. r.
<i>portrait</i>	[ˈpɔ:trɪt]	retrato	<i>prettily</i>	[ˈprɪtɪli]	lindamente
<i>Portuguese</i>	[pɔ:tjuˈgi:z]	portugués	<i>pretty</i>	[ˈprɪti]	bonito, lindo
<i>possess</i>	[pəˈzes]	v. r.	<i>prevent</i>	[priˈvent]	v. r.
<i>possession</i>	[pəˈzeʃən]	posesión	<i>previous</i>	[ˈpri:vjəs]	previo, anterior
<i>possessive</i>	[pəˈzesɪv]	posesivo	<i>price</i>	[praɪs]	precio
<i>post</i>	[pəʊst]	v. r.	<i>prick</i>	[prɪk]	v. r.
<i>post</i>	[pəʊst]	puesto, poste	<i>pride</i>	[praɪd]	orgullo, vanidad
<i>post</i>	[pəʊst]	correo, posta	<i>priest</i>	[pri:st]	cura, sacerdote
<i>post office</i>	[ˈpəʊst ˈofɪs]	oficina de correos	<i>primary</i>	[ˈpraɪməri]	principal, primario
<i>postpone</i>	[pəʊstˈpəʊn]	v. r.	<i>primitive</i>	[ˈprɪmɪtɪv]	primitivo, original
<i>pot</i>	[pɒt]	pote, recipiente	<i>prince</i>	[prɪns]	príncipe
<i>potato</i>	[pəˈteɪtəʊ]	patata, papa	<i>princess</i>	[prɪnˈses]	princesa
<i>pound</i>	[paʊnd]	libra	<i>principal</i>	[ˈprɪnsəpəl]	principal, jefe
<i>pour</i>	[pɔ:(r)]	v. r.	<i>print</i>	[prɪnt]	v. r.
<i>pour out the tea</i>	[ˈpɔ:r ˈaʊt ðə ˈti:]	servir, echar el té	<i>printer</i>	[ˈprɪntə(r)]	impresor
<i>poverty</i>	[ˈpɒvəti]	pobreza, miseria	<i>priority</i>	[praɪˈɒrɪti]	prioridad
<i>powder</i>	[ˈpaʊdə(r)]	polvos	<i>prison</i>	[ˈprɪzən]	prisión
<i>power</i>	[ˈpaʊə(r)]	poder, fuerza	<i>prisoner</i>	[ˈprɪzənə(r)]	prisionero
<i>powerless</i>	[ˈpaʊəlɪs]	impotente	<i>prize</i>	[praɪz]	premio
<i>practically</i>	[ˈpræktɪkəli]	prácticamente	<i>probably</i>	[ˈprɒəbəbli]	probablemente
<i>practice</i>	[ˈpræktɪs]	v. r.	<i>problem</i>	[ˈprɒbləm]	problema
<i>practise</i>	[ˈpræktɪs]	práctica	<i>proceed</i>	[prəˈsi:d]	v. r.
<i>pray</i>	[preɪ]	v. r.	<i>process</i>	[ˈprəʊses]	procedimiento, tratamiento
<i>prayer</i>	[ˈpreɪə(r)]	oración, rezo	<i>proclaim</i>	[prəˈkleɪm]	v. r.
<i>precious</i>	[ˈpreʃəs]	precioso	<i>prod</i>	[prɒd]	v. r.
<i>predict</i>	[prɪˈdɪkt]	v. r.	<i>produce</i>	[prəˈdju:s]	v. r.
<i>prefer</i>	[prɪˈfə:(r)]	v. r.	<i>product</i>	[ˈprɒdəkt]	producto
<i>preoccupy</i>	[priˈɒkjʊpaɪ]	v. r.	<i>production</i>	[prəˈdʌkʃən]	producción
<i>prepare</i>	[prɪˈpeə(r)]	v. r.	<i>profession</i>	[prəˈfeʃən]	profesión
<i>preposition</i>	[prepəˈziʃən]	preposición	<i>professional</i>	[prəˈfeʃənl]	profesional
<i>presence</i>	[ˈprezns]	presencia			
<i>present</i>	[prɪˈzent]	v. r.			

<i>profit</i>	['profit]	beneficio, ganancia	<i>public</i>		
<i>profound</i>	[prə'faund]	profundo, hondo	<i>house</i>	['pʌblik'haus]	bar, taberna
<i>profoundly</i>	[prə'faundli]	profundamen- te	<i>publication</i>	[pʌbli'keɪʃən]	publicación
<i>programme</i>	['prəugram]	prospecto, programa	<i>publish</i>	['pʌbliʃ]	v. r.
<i>progress</i>	[prə'gres]	v. r.	<i>puddling</i>	['pʌdliŋ]	pudelación, pudelaye
<i>progress</i>	['prəugres]	progreso	<i>pull</i>	[pul]	tirón, sacudida
<i>project</i>	['prodʒekt]	proyecto, plan	<i>pull</i>	[pul]	v. r.
<i>promise</i>	['promis]	v. r.	<i>pull down</i>	['pul 'daun]	v. r.
<i>promise</i>	['promis]	promesa	<i>pulpit</i>	['pʌlpɪt]	púlpito
<i>promote</i>	[prə'məut]	v. r.	<i>pump</i>	[pʌmp]	bomba
<i>pronoun</i>	['prəunaun]	pronombre	<i>pumping- engine</i>	['pʌmpɪŋ- 'endʒɪn]	bomba de sacar agua a vapor
<i>pronuncia- tion</i>	[prənʌnsi'eɪʃən]	pronunciación	<i>punch</i>	[pʌntʃ]	v. r.
<i>proof</i>	[pru:f]	prueba	<i>punish</i>	['pʌnɪʃ]	v. r.
<i>propeller</i>	[prə'pelə(r)]	hélice	<i>puny</i>	['pju:ni]	trivial
<i>proper</i>	['propə(r)]	propio	<i>pupil</i>	['pju:pl]	alumno
<i>properly</i>	['propəli]	propiamente	<i>pure</i>	[pjʊə(r)]	puro
<i>property</i>	['propəti]	propiedad, bienes	<i>purify</i>	['pjʊərɪfaɪ]	v. r.
<i>prophet</i>	['profit]	profeta	<i>purpose</i>	['pə:pəs]	objeto, fin
<i>propose</i>	[prə'pəʊz]	v. r.	<i>purse</i>	[pə:s]	bolsa, porta- monedas
<i>proposition</i>	[propə'zɪʃən]	empresa, objetivo	<i>pursue</i>	[pə'sju]	v. r.
<i>prose</i>	[prəʊz]	prosa	<i>pursuit</i>	[pə'sju:t]	persecución, caza, búsqueda, empeño
<i>prospect</i>	['prospekt]	perspectiva			
<i>prospective</i>	[prəs'pektɪv]	venidero	<i>push</i>	[puʃ]	v. r.
<i>protect</i>	[prə'tekt]	v. r.	<i>puss</i>	[pus]	gatito, minino
<i>protozoa</i>	[prəʊtə'zəʊə]	protozarios	<i>put</i>	[put]	v. i.
<i>proud</i>	[praʊd]	orgulloso	<i>put away</i>	['put ə'wei]	quitar, retirar
<i>proudly</i>	['praʊdli]	orgullosamen- te	<i>put forward</i>	['put 'fo:wəd]	exponer, explicar
<i>prove</i>	[pru:v]	v. r.	<i>put in, into</i>	['put 'ɪn/ɪntu]	meter
<i>provide</i>	[prə'vaɪd]	v. r.	<i>put into the negative</i>	['put ɪntu ðə 'negatɪv]	póngase en negativo
<i>provider</i>	[prə'vaɪdə(r)]	proveedor			
<i>province</i>	['provɪns]	competencia, incumbencia	<i>put on clothes</i>	['put 'on 'kləʊðz]	vestirse, ponerse la ropa
<i>psychiatrist</i>	[saɪ'kaɪ-ətrɪst]	siquiatra			
<i>"pub"</i>	[pʌb]	bar, fuente de soda			
<i>public</i>	['pʌblik]	público, notorio			
<i>public affairs</i>	['pʌblik ə'feəz]	negocios públicos			

*put out* ['put 'aut]  
*put up* ['put 'ʌp]  
*puzzle* ['pʌzl]

apagar  
 instalar  
 v. r.

*radium* ['reidjəm]  
*ragged* ['ragid]

radio (metal)  
 andrajoso,  
 harapiento

*rail* [reil]  
*railway* ['reilwei]  
*rain* [rein]  
*rain* [rein]  
*raincoat* ['reinkəʊt]  
*raise* [reiz]  
*rake* [reik]

barandilla  
 ferrocarril  
 v. r.  
 lluvia  
 impermeable  
 v. r.  
 rastrillo,  
 rastro

## — Q —

*quake* [kweik]  
*quality* ['kwoliti]  
*quantily* ['kwontiti]

v. r.  
 calidad  
 cantidad,  
 suma

*ram* [ram]

carnero  
 padre

*quarrel with* ['kworəl wið]  
*quarter* ['kwɔ:tə(r)]

v. r.  
 cuarto, cuarta  
 parte

*range* [reindʒ]

extensión,  
 espacio,  
 gama

*queen* [kwi:n]  
*quest* [kwɛst]

reina  
 investigación,  
 búsqueda

*ranger* ['reindʒə(r)]

individuo de  
 las fuerzas  
 de asalto

*question* ['kwestʃən]  
*question* ['kwestʃən]  
*quible* ['kwibl]  
*quick* [kwik]  
*quickly* ['kwikli]

pregunta  
 v. r.  
 v. r.  
 rápido  
 rápidamente,  
 rápido

*rank* [raŋk]

rango,  
 categoría,  
 fila

*quiet* ['kwaɪət]

callado,  
 quieto

*rapture* ['raptʃə(r)]

éxtasis,  
 pismo

*quietly* ['kwaɪətli]

sin ruido, ca-  
 lladamente

*rate* [reit]

cantidad, va-  
 lor, porción

*quill* [kwil]

púa de puerco  
 espín

*rather* ['ra:ðə(r)]

un tanto, más  
 bien

*quite* [kwait]

completamen-  
 te, del todo

*ration* ['ra:fən]

ración

*quite a lot* ['kwait ə'lot]

bastante,  
 mucho

*razor* ['reizə(r)]

maquinilla de  
 afeitar

*quiver* ['kwivə(r)]

temblor

*reach* [ri:tʃ]

v. r.

*react* [ri'akt]

v. r.

*reactor* [ri'aktə(r)]

reactor

*read* [ri:d]

v. i.

*reading* ['ri:diŋ]

lectura

*ready* ['redi]

listo,

## — R —

*rabbit* ['rabit]  
*rabies* ['reibii:z]

conejo  
 rabia,  
 hidrofobia

*ready-made* ['redi'meid]

preparado  
 confeccionado,  
 ya hecho

*race* [reis]  
*radiation* [reidi'eɪʃən]  
*radio* ['reidiəʊ]

raza, carrera  
 radiación  
 radio  
 (aparato)

*real estate* ['riəl is'teit]

bienes raíces  
 realmente

*really* ['riəli]

v. r.

*rear* [riə(r)]

v. r.

*reason* ['ri:zn]

razón

*recall* [ri'kɔ:l]

v. r.

*receipt* [ri'si:t]

recibo

*receive* [ri'si:v]

v. r.

*receiver* [ri'si:və(r)]

auricular,  
 receptor

*radio-*  
*activity* ['reidiəʊak-  
 'tɪviti]

radioactividad

<i>recently</i>	['ri:sntli]	recientemente, hace poco	<i>repair</i>	[ri'pɛə(r)]	v. r.
<i>reception</i>	[ri'sepʃən]	recepción, audiencia	<i>repeat</i>	[ri'pi:t]	v. r.
<i>reception desk</i>	[ri'sepʃən 'desk]	la recepción	<i>repentance</i>	[ri'pentəns]	arrepentimien- to
<i>reception- ist</i>	[ri'sepʃənɪst]	repcionista	<i>replace- ments</i>	[ri'pleɪsmənts]	repuesto, piezas
<i>recognize</i>	['rekəɡnaɪz]	v. r.	<i>reply</i>	[ri'plai]	v. r.
<i>record</i>	['reko:d]	disco, registro, relación	<i>reply</i>	[ri'plai]	contestación
<i>record</i>	[ri'ko:d]	v. r.	<i>report</i>	[ri'po:t]	v. r.
<i>red</i>	[red]	rojo	<i>report</i>	[ri'po:t]	informe
<i>refine</i>	[ri'fain]	v. r.	<i>reporter</i>	[ri'po:tə(r)]	repórter
<i>refinery</i>	[ri'fainəri]	refinería	<i>represent</i>	[repri'zent]	v. r.
<i>refining- plant</i>	[ri'fainɪŋ 'pla:nt]	planta de refinación	<i>representa- tive</i>	[repri'zentətɪv]	representante
<i>reform</i>	[ri'fo:m]	v. r.	<i>republic</i>	[ri'pʌblɪk]	república
<i>reform</i>	[ri'fo:m]	reforma	<i>reputation</i>	[repju'teɪʃən]	reputación, fama
<i>refresh</i>	[ri'freʃ]	v. r.	<i>request</i>	[ri'kwest]	petición, ruego
<i>refreshed</i>	[ri'freʃt]	aliviado, confortado	<i>require</i>	[ri'kwaɪə(r)]	v. r.
<i>refusal</i>	[ri'fju:zəl]	negativa, repulsa	<i>rescue</i>	['reskju:]	v. r.
<i>refuse</i>	[ri'fju:z]	v. r.	<i>resemble</i>	[ri'zembl]	v. r.
<i>regard</i>	[ri'ga:d]	v. r.	<i>resentment</i>	[ri'zentmənt]	resentimiento, queja
<i>region</i>	['ri:dʒən]	región	<i>reservation</i>	[rezə'veɪʃən]	reserva
<i>register</i>	['redʒɪstə(r)]	registro, libro de parroquia	<i>reserve</i>	[ri'zə:v]	v. r.
<i>Registry</i>	['redʒɪstri]	Registro (oficina)	<i>resources</i>	[ri'so:sɪz]	recursos, medios
<i>regularity</i>	[regju'larɪti]	regularidad	<i>respect</i>	[ris'pekt]	v. r.
<i>regularly</i>	['regjuləli]	regularmente	<i>responsibi- lity</i>	[rispɒnsə'bɪlɪti]	responsabili- dad
<i>release</i>	[ri'li:s]	v. r.	<i>rest</i>	[rest]	v. r.
<i>remain</i>	[ri'mein]	v. r.	<i>rest</i>	[rest]	descanso
<i>remains</i>	[ri'meɪnz]	restos, sobras	<i>restaurant</i>	['restərə:ŋ]	restaurante
<i>remark</i>	[ri'ma:k]	v. r.	<i>restore</i>	[ris'to:(r)]	v. r.
<i>remarkably</i>	[ri'ma:kəbli]	notablemente	<i>result</i>	[ri'zʌlt]	v. r.
<i>remedy</i>	['remɪdi]	remedio	<i>result</i>	[ri'zʌlt]	resultado, consecuen- cia
<i>remember</i>	[ri'membə(r)]	v. r.	<i>resume</i>	[ri'zju:m]	v. r.
<i>remind</i>	[ri'maɪnd]	v. r.	<i>return</i>	[ri'tə:n]	v. r.
<i>remove</i>	[ri'mu:v]	v. r.	<i>return</i>	[ri'tə:n]	retribución, pago
<i>rent</i>	[rent]	v. r.	<i>reveal</i>	[ri'vi:l]	v. r.
<i>rent</i>	[rent]	renta, alquiler, grieta, hendidura	<i>revelation</i>	[revi'leɪʃən]	revelación
			<i>reverend</i>	['revərənd]	reverendo, venerable



<i>revise</i>	[ri'vaiz]	v. r.	<i>rock</i>	[rɒk]	roca
<i>revolt</i>	[ri'vəʊlt]	revuelta, rebelión	<i>roll</i>	[rəʊl]	v. r.
			<i>roll</i>	[rəʊl]	rollo, nómina
<i>revolve</i>	[ri'vɒlv]	v. r.	<i>roller</i>	[ˈrəʊlə(r)]	rodillo, rulo
<i>reward</i>	[ri'wɔ:d]	recompensa	<i>Roman</i>	[ˈrəʊmən]	romano
<i>rewarding</i>	[ri'wɔ:diŋ]	valioso, remunerador	<i>romancer</i>	[ˈrə'mansə(r)]	romancero
			<i>Romantic</i>	[ˈrə'mantik]	romántico
<i>rhyme</i>	[raim]	rima, verso	<i>roof</i>	[ru:f]	tejado
<i>rhythm</i>	[ˈriðəm]	ritmo, cadencia	<i>room</i>	[ru:m/rum]	habitación, sitio
<i>ribbon</i>	[ˈribən]	cinta	<i>room for</i>	[ˈru:m 'fo:(r)]	sitio para
<i>rich</i>	[ritʃ]	rico	<i>root</i>	[ru:t]	raíz
<i>riches</i>	[ˈritʃiz]	riqueza, caudales	<i>rope</i>	[rəʊp]	soga, mecate
			<i>rose</i>	[rouz]	rosa
<i>ride</i>	[raid]	v. i.	<i>rotate</i>	[ˈrəʊteit]	v. r.
<i>ride</i>	[raid]	paseo a caballo o en vehículo, “colita”	<i>rotten</i>	[ˈrotn]	podrido
			<i>rough</i>	[rʌf]	tosco, áspero
			<i>roughly</i>	[ˈrʌfli]	toscamente, rudamente
<i>riddle</i>	[ˈridl]	acertijo, adivinanza	<i>round</i>	[raʊnd]	redondo
<i>rifle</i>	[ˈraɪfl]	rifle, carabina	<i>round</i>	[raʊnd]	alrededor de
<i>right</i>	[rait]	derecha (mano)	<i>row</i>	[rəʊ]	v. r.
			<i>rub</i>	[rʌb]	v. r.
<i>(a) right</i>	[(ə) 'rait]	(un) derecho	<i>rubber</i>	[ˈrʌbə(r)]	borrador, goma de borrar, goma, caucho
<i>right</i>	[rait]	correcto, bien			
<i>rightly</i>	[ˈraitli]	justamente,			
<i>ring</i>	[riŋ]	aro, anillo, sortija, arena	<i>rudder</i>	[ˈrʌdə(r)]	timón
			<i>rude</i>	[ru:d]	ordinario, grosero
<i>ring</i>	[riŋ]	v. i.			
<i>ring up</i>	[ˈriŋ 'ʌp]	telefonear	<i>ruin</i>	[ruɪn]	v. r.
<i>ringleader</i>	[ˈriŋ'li:də(r)]	cabecilla, promotor	<i>ruin</i>	[ruɪn]	ruina, bancarrota
<i>riot</i>	[ˈrai-ət]	desorden, motín	<i>rule</i>	[ru:l]	v. r.
			<i>rule</i>	[ru:l]	regla, estatuto
<i>ripe</i>	[raip]	maduro, sazonado	<i>ruler</i>	[ˈru:lə(r)]	regla de dibujo, gobernante
<i>rise</i>	[raiz]	v. i.	<i>run</i>	[rʌn]	v. i.
<i>risk</i>	[risk]	v. r.	<i>run</i>	[rʌn]	recorrido, marcha, serie
<i>risk</i>	[risk]	riesgo, peligro			
<i>rival</i>	[ˈraivəl]	rival, competidor	<i>run away</i>	[ˈrʌn ə'wei]	huir, escapar
			<i>run into</i>	[ˈrʌn 'intu]	atropellar, chocar
<i>river</i>	[ˈrivə(r)]	río	<i>run out of</i>	[ˈrʌn 'aut əv]	quedarse sin existencias de
<i>road</i>	[rəʊd]	carretera			
<i>roast</i>	[rəʊst]	v. r.			
<i>robber</i>	[ˈrɒbə(r)]	ladrón, salteador			
<i>rock</i>	[rɒk]	v. r.			

<i>run through</i>	[ˈrʌn ˈθru:]	atravesar, hojear	<i>scalp</i>	[skalp]	v. r.
<i>runaway</i>	[ˈrʌnəwei]	fugitivo, desertor	<i>scar</i>	[ska:(r)]	cicatriz
<i>rural</i>	[ˈruərəl]	rural, campestre	<i>scared</i>	[skeəd]	asustado
<i>rush</i>	[rʌʃ]	v. r.	<i>scarf</i>	[ska:f]	pañuelo para el cuello
<i>rush hour</i>	[ˈrʌʃ ˈaʊə(r)]	hora de tránsito intenso	<i>scarlet fever</i>	[ˈska:lit ˈfi:və(r)]	escarlatina
			<i>scatter</i>	[ˈskatə(r)]	v. r.
			<i>scene</i>	[si:n]	escena
			<i>scenery</i>	[ˈsi:nəri]	paisaje, vista
			<i>scent</i>	[sent]	olor, fragan- cia, rastro
			<i>scheme</i>	[ski:m]	proyecto, plan

— S —

<i>Sabbath</i>	[ˈsabəθ]	domingo	<i>scholar</i>	[ˈskolə(r)]	erudito, sabio
<i>sad</i>	[sad]	triste	<i>school</i>	[sku:l]	escuela
<i>safe</i>	[seif]	salvo, seguro	<i>school-bag</i>	[ˈsku:lbag]	cartera, bulto
<i>safely</i>	[ˈseifli]	felizmente	<i>schoolmate</i>	[ˈsku:lmeit]	condiscípulo
<i>safety</i>	[ˈseifti]	seguridad	<i>school-yard</i>	[ˈsku:l-ja:d]	patio de la escuela
<i>safety</i>			<i>science</i>	[ˈsaɪəns]	ciencia
<i>curtain</i>	[ˈseiftiˈkə:tn]	telón de seguridad	<i>scientific</i>	[saɪənˈtifik]	científico
<i>sail</i>	[seil]	v. r.	<i>scientifically</i>	[saɪənˈtifikəli]	científicamen- te
<i>sail</i>	[seil]	vela (de buque)	<i>scientist</i>	[ˈsaɪəntist]	científico (n.)
<i>sailor</i>	[ˈseilə(r)]	marinero	<i>scorn</i>	[sko:n]	desprecio, desdén
<i>salad</i>	[ˈsaləd]	ensalada	<i>Scot</i>	[skot]	escocés
<i>sale</i>	[seil]	venta, mercado	<i>Scotland</i>	[ˈskotland]	Escocia
<i>salesman</i>	[ˈseilzmən]	vendedor, dependiente	<i>scout</i>	[skaut]	explorador
<i>salt</i>	[so:lt]	v. r.	<i>scratch</i>	[skratʃ]	rasguño, arañazo
<i>salt</i>	[so:lt]	sal	<i>scratch</i>	[skratʃ]	v. r.
<i>same</i>	[seim]	misma, igual	<i>screaming</i>	[ˈskri:miŋ]	gritería, alaridos
<i>sand</i>	[sand]	arena	<i>script</i>	[skript]	manuscrito
<i>sandwich</i>	[ˈsanwidʒ]	bocadillo, emparedado	<i>Scriptures</i>	[ˈskriptʃəz]	Escritura
<i>sardine</i>	[sa:ˈdi:n]	sardina	<i>scuttle</i>	[ˈskʌtl]	ſagrada
<i>satisfy</i>	[ˈsatisfai]	v. r.	<i>sea</i>	[si:]	escotillón
<i>satisfactory</i>	[satisˈfaktəri]	satisfactorio	<i>seal</i>	[si:l]	mar
<i>Saturday</i>	[ˈsatədi]	sábado	<i>seal</i>	[si:l]	sello, foca
<i>sausages</i>	[ˈsosidʒiz]	salchichas	<i>sealed</i>	[si:ld]	v. r.
<i>savage</i>	[ˈsavidʒ]	salvaje bárbaro			sellado, lacrado
<i>save</i>	[seiv]	v. r.	<i>sea-level</i>	[ˈsi:ˈlevl]	nivel del mar
<i>savings</i>	[ˈseivɪŋz]	ahorros	<i>seaman</i>	[ˈsi:mən]	marinero, marino
<i>say</i>	[sei]	v. i.			náutica
<i>saying</i>	[ˈseiɪŋ]	dicho, adagio	<i>seamanship</i>	[ˈsi:mənʃɪp]	

<i>sea-shell</i>	['si:'fel]	concha marina	<i>sentinel</i>	['sentinl]	centinela, guardia
<i>seashore</i>	['si:'fo:(r)]	litoral, playa	<i>separate</i>	['sepəreit]	v. r.
<i>sea-side</i>	['si:'said]	playa, litoral	<i>September</i>	[səp'tembə(r)]	septiembre
<i>search</i>	[sə:tʃ]	v. r.	<i>sergeant</i>	['sa:dʒənt]	sargento
<i>search</i>	[sə:tʃ]	búsqueda, investigación	<i>serious</i>	['siəriəs]	serio, grave
<i>season</i>	['si:zn]	estación del año	<i>serum</i>	['siərum]	suolo
<i>seat</i>	[si:t]	v. r.	<i>servant</i>	['sə:vənt]	sirviente
<i>seat</i>	[si:t]	asiento	<i>serve</i>	[sə:v]	v. r.
<i>seat-belt</i>	['si:t'belt]	cinturón de seguridad	<i>service</i>	['sə:vis]	servicio
<i>second</i>	['sekənd]	segundo	<i>serving-</i> <i>woman</i>	['sə:viŋ'wumən]	sirvienta
<i>secret</i>	['si:krit]	secreto	<i>set</i>	[set]	v. r.
<i>secretary</i>	['sekrətri]	secretaria, o	<i>set</i>	[set]	juego,
<i>secure</i>	[si'kjʊə(r)]	v. r.	<i>set alight</i>	['set ə'lait]	conjunto
<i>see</i>	[si:]	v. i.	<i>set fire to</i>	['set 'faɪə tu]	incendiar, dar fuego
<i>see about</i>	['si: ə'baut]	cuidar, tratar de	<i>set forward</i>	['set 'fo:wəd]	prender, encender
<i>see that</i>	['si: ðət]	procurar, ver de	<i>set out</i>	['set 'aut]	adelantar, empujar
<i>see the sights</i>	['si: ðə 'saits]	ver las vistas, los lugares	<i>set sail</i>	['set 'seil]	partir, marchar
<i>see you later</i>	['si: ju 'leɪtə(r)]	te veré luego	<i>set to work</i>	['set tu 'wə:k]	zarpar
<i>see you to- morrow</i>	['si: ju tu'morəu]	te veré mañana	<i>set up</i>	['set 'ʌp]	poner manos a la obra
<i>seed</i>	[si:d]	semilla, germen	<i>settle</i>	['setl]	instalar
<i>seek</i>	[si:k]	v. i.	<i>settlement</i>	['setlmənt]	v. r.
<i>seem</i>	[si:m]	v. r.	<i>settler</i>	['setlə(r)]	establecimien- to, poblado
<i>seize</i>	[si:z]	v. r.	<i>seventeen</i>	['sevn]	poblador, colono
<i>seldom</i>	['seldəm]	raramente, raras veces	<i>seventy</i>	['sevn'ti:n]	siete
<i>self</i>	[self]	mismo	<i>several</i>	['sevrəl]	diecisiete
<i>— self</i>	[— self]	(sufijo)	<i>severity</i>	[si'veriti]	setenta
<i>sell</i>	[sel]	v. i.	<i>sew</i>	[səu]	varios, diversos
<i>send</i>	[send]	v. i.	<i>shade</i>	[ʃeɪd]	verdad, rigor
<i>send for</i>	['send fo:(r)/ fə(r)]	mandar por	<i>shadow</i>	['ʃadəu]	v. r.
<i>send out</i>	['send 'aut]	enviar, expedir	<i>shady</i>	['ʃeɪdi]	sombra
<i>sensational</i>	[sen'seɪʃənəl]	sensacional	<i>shaft</i>	[ʃa:ft]	sombreado
<i>sentence</i>	['sentəns]	oración gramatical	<i>shake</i>	[ʃeɪk]	aspa, eje
			<i>shake hands</i>	['ʃeɪk 'hændz]	v. i.
			<i>shall</i>	[ʃal/ʃəl/ɪ]	estrechar la mano
			<i>shame</i>	[ʃeɪm]	v. i., defectivo v. r.

<i>shame</i>	[ʃeɪm]	vergüenza, rubor	<i>shopping</i>	[ˈʃɒpɪŋ]	compras
<i>shampoo</i>	[ʃamˈpu:]	champú	<i>shopping-</i>		
<i>shan't</i>	[ʃa:nt]	<i>shall not</i>	<i>bag</i>	[ˈʃɒpɪŋbæg]	bolso de compra
<i>shape</i>	[ʃeɪp]	forma	<i>shop-</i>		
<i>share</i>	[ʃɛə(r)]	v. r.	<i>window</i>	[ˈʃɒpˈwɪndəʊ]	escaparate
<i>sharp</i>	[ʃa:p]	agudo, penetrante	<i>shore</i>	[ʃo:(r)]	costa, playa
		v. r.	<i>short</i>	[ʃo:t]	corto, bajo
<i>sharp</i>	[ʃa:p]	v. r.	<i>shorten</i>	[ˈʃo:tn]	v. r.
<i>shave</i>	[ʃeɪv]	v. r.	<i>shorthand</i>	[ˈʃo:thand]	taquigrafía
<i>she</i>	[ʃi:]	ella	<i>shorts</i>	[ʃo:ts]	pantalones cortos
<i>she-bear</i>	[ˈʃi: ˈbeə(r)]	osa			
<i>she-cat</i>	[ˈʃi: ˈkæt]	gata	<i>short-</i>		
<i>shed</i>	[ʃed]	cobertizo	<i>sighted</i>	[ˈʃo:tˈsaɪtɪd]	corto de vista
<i>shed</i>	[ʃed]	v. i.	<i>shot</i>	[ʃɒt]	disparo, tiro
<i>she'd</i>	[ʃi:d]	<i>she had, she</i> <i>would</i>	<i>should</i>	[ʃʊd]	de <i>shall</i>
<i>sheep</i>	[ʃi:p]	oveja, carnero	<i>shoulder</i>	[ˈʃəʊldə(r)]	<i>hombro</i>
<i>sheet</i>	[ʃi:t]	hoja, sábana	<i>shouldn't</i>	[ˈʃʊdənt]	<i>should not</i>
<i>sheet of</i>			<i>shout</i>	[ʃaʊt]	v. r.
<i>paper</i>	[ˈʃi:t əv ˈpeɪpə(r)]	hoja de papel	<i>show</i>	[ʃəʊ]	v. i.
<i>shelf</i>	[ʃelf]	estante, repisa	<i>show</i>	[ʃəʊ]	función, espectáculo
<i>shell</i>	[ʃel]	concha, cáscara, marisco	<i>shower</i>	[ˈʃaʊə(r)]	lluvia, chaparrón
			<i>shower</i>		
<i>shepherd</i>	[ˈʃepəd]	pastor	<i>upon</i>	[ˈʃaʊər əˈpɒn]	v. r.
<i>she's</i>	[ʃi:z]	<i>she is, she has</i>	<i>showy</i>	[ˈʃəʊi]	llamativo, chillón
<i>shield</i>	[ʃi:ld]	escudo, resguardo	<i>shrimp</i>	[ʃrɪmp]	camarón, gamba
<i>shield</i>	[ʃi:ld]	v. r.	<i>shut</i>	[ʃʌt]	v. i.
<i>shift</i>	[ʃɪft]	desviación, cambio	<i>shut</i>	[ʃʌt]	cerrado
<i>shilling</i>	[ˈʃɪlɪŋ]	chelín	<i>shy</i>	[ʃaɪ]	tímido, reservado
<i>shine</i>	[ʃaɪn]	v. i.	<i>sick</i>	[sɪk]	enfermo, mareado
<i>shine</i>	[ʃaɪn]	lustre, brillo	<i>sickness</i>	[ˈsɪknɪs]	enfermedad
<i>ship</i>	[ʃɪp]	buque	<i>side</i>	[saɪd]	lado
<i>— ship</i>	[— ʃɪp]	(sufijo)	<i>side by side</i>	[ˈsaɪd baɪ ˈsaɪd]	uno junto a otro
<i>shipreck</i>	[ˈʃɪp-rek]	naufragio	<i>sideways</i>	[ˈsaɪdweɪz]	oblicuamente, al través
<i>shirt</i>	[ʃə:t]	camisa			
<i>shock</i>	[ʃɒk]	sacudida, conmoción	<i>sigh</i>	[saɪ]	v. r.
<i>shoe</i>	[ʃu:]	zapato	<i>sight</i>	[saɪt]	vista, perspectiva
<i>shoot</i>	[ʃu:t]	v. i.	<i>sights</i>	[saɪts]	vistas, sitios de interés
<i>shooting-</i>			<i>sight-seer</i>	[ˈsaɪtˈsi:ə(r)]	visitante, turista
<i>star</i>	[ˈʃu:tɪŋsta:(r)]	estrella fugaz			
<i>shop</i>	[ʃɒp]	tienda			
<i>shopman</i>	[ˈʃɒpmən]	tendero, empleado			

<i>sign</i>	[sain]	v. r.	<i>skyscraper</i>	['skai- 'skreipə(r)]	rascacielos
<i>signature</i>	['signitʃə(r)]	firma	<i>slag</i>	[slag]	escoria
<i>sign-board</i>	['sain-bo:d]	letrero, cartel	<i>slain</i>	[slein]	matanza, asesinato
<i>silence</i>	['sailəns]	silencio	<i>slaughter</i>	['slo:tə(r)]	carnicería, matanza
<i>silent</i>	['sailənt]	silencioso, mudo			
<i>silk</i>	[silk]	seda	<i>slaughter-</i>		
<i>silkworm</i>	['silk-wə:m]	gusano de seda	<i>house</i>	['slo:təhaus]	matadero
<i>silicon</i>	['silikən]	silicio	<i>sleep</i>	[sli:p]	v. i.
<i>silly</i>	['sili]	necio, tonto	<i>sleep</i>	[sli:p]	sueño, reposo
<i>silver</i>	['silvə(r)]	plata (metal)	<i>sleeve</i>	[sli:v]	manga
<i>simple</i>	['simpl]	simple, fácil	<i>slice</i>	[slais]	tajada, lonja
<i>since</i>	[sins]	desde, desde que	<i>slight</i>	[slait]	ligero, leve
<i>sincere</i>	[sin'siə(r)]	sincero	<i>slim</i>	[slim]	delgado
<i>sing</i>	[sin]	v. i.	<i>slip</i>	[slip]	v. r.
<i>singer</i>	['siŋgə(r)]	cantor	<i>slow</i>	[sləu]	lento, pausado
<i>single</i>	['siŋgl]	solo, solitario, soltero	<i>slowly</i>	['sləuli]	lentamente, poco a poco
<i>singular</i>	['siŋgulə(r)]	singular	<i>small</i>	[smo:l]	pequeño
<i>sink</i>	[siŋk]	v. i.	<i>smallpox</i>	['mo:l-poks]	viruela
<i>sir</i>	[sə:(r)/sə(r)]	señor	<i>smell</i>	[smel]	v. i.
<i>sir</i>	[sə:(r)/sə(r)]	(título)	<i>smell</i>	[smel]	olor
<i>sister</i>	['sistə(r)]	hermana	<i>smelt</i>	[smelt]	v. i.
<i>sit</i>	[sit]	v. i.	<i>smile</i>	[smail]	v. r.
<i>sit down</i>	['sit 'daun]	sentarse	<i>smile</i>	[smail]	sonrisa
<i>site</i>	[sait]	lugar, sitio	<i>smoke</i>	[sməuk]	v. r.
<i>sitting-room</i>	['sitiŋrum]	cuarto de estar	<i>smoke</i>	[sməuk]	humo
<i>situated</i>	['sitjueitid]	situado	<i>smoke a</i>		
<i>situation</i>	[sitju'eifən]	situación, posición	<i>pipe</i>	['sməuk ə 'paip]	fumar en pipa
<i>six</i>	[siks]	seis	<i>snake</i>	[sneik]	culebra
<i>sixteen</i>	['siks'ti:n]	dieciseis	<i>snap</i>	[snap]	v. r.
<i>sixty</i>	['siksti]	setenta	<i>snow</i>	[snəu]	v. r.
<i>size</i>	[saiz]	tamaño, medida	<i>snow</i>	[snəu]	nieve
<i>sketch</i>	[sketʃ]	diseño, boceto	<i>so</i>	[səu]	por lo tanto, así
<i>skilful</i>	['skilful]	diestro, hábil	<i>so am I</i>	['səu əm 'ai]	yo también
<i>skill</i>	[skil]	habilidad, destreza	<i>soaked</i>	[səukt]	empapado, mojado
<i>skin</i>	[skin]	piel, pellejo, cutis	<i>soap</i>	[səup]	jabón
<i>skirt</i>	[skə:t]	falda	<i>sober</i>	['səubə(r)]	v. r.
<i>skulk</i>	[skʌlk]	v. r.	<i>social</i>	['səʊʃəl]	social, afable
<i>sky</i>	[skai]	cielo, firmamento	<i>sock</i>	[sok]	calcetín
			<i>soda</i>	['səudə]	soda
			<i>so do I</i>	['səu 'du: 'ai]	yo también
			<i>sofa</i>	['səʊfə]	sofá
			<i>so far as</i>	['sə 'fa:r əz]	en lo que

<i>soft</i>	[soft]	blando, suave	<i>soya-seed</i>		
<i>soft drink</i>	['soft drɪŋk]	bebida no alcohólica	<i>oil</i>	['soiəsi:d 'oil]	aceite de soja
<i>soil</i>	[soil]	tierra, suelo	<i>spaghetti</i>	[spə'geti]	fideos gruesos, spaghetti
<i>soldier</i>	['səuldʒə(r)]	soldado	<i>Spain</i>	[spein]	España
<i>solemn</i>	['soləm]	solemne, grave	<i>span</i>	[span]	envergadura
<i>solitude</i>	['solɪtju:d]	soledad	<i>Spaniard</i>	['spanjəd]	español (n.)
<i>so long</i>	['səu'lon]	hasta luego	<i>Spanish</i>	['spanɪʃ]	español (idioma y adjetivo)
<i>solve</i>	[solv]	v. r.	<i>spare</i>	[spɛə(r)]	v. r.
<i>some</i>	[səm]	algo, algunos	<i>spare</i>	[spɛə(r)]	disponible, sobrante
<i>somebody</i>	['səmbədi]	alguien	<i>sparkling</i>	['spa:kliŋ]	rutilante, brillante
<i>someone</i>	['səmwʌn]	alguien	<i>speak</i>	[spi:k]	v. i.
<i>something</i>	['səmtɪŋ]	algo, alguna cosa	<i>spear</i>	[spiə(r)]	lanza
<i>sometimes</i>	['səmtaɪmz]	a veces	<i>special</i>	['speʃəl]	especial
<i>somewhere</i>	['səmwɛə(r)]	en alguna parte	<i>specially</i>	['speʃəli]	especialmente
<i>so much</i>	['səu 'mʌtʃ]	tanto	<i>speech</i>	[spi:tʃ]	discurso, idioma
<i>son</i>	[sʌn]	hijo	<i>speed</i>	[spi:d]	velocidad
<i>song</i>	[sɒŋ]	canción	<i>speedily</i>	['spi:dili]	veloz, rápido
<i>sonnet</i>	['sɒnɪt]	soneto	<i>speedy</i>	['spi:di]	veloz, rápido
<i>soon</i>	[su:n]	pronto	<i>spell</i>	[spel]	v. i.
<i>soothing</i>	['su:ðɪŋ]	calmante, confortante	<i>speller</i>	['spelə(r)]	deletreador
<i>soprano</i>	[sə'pra:nəu]	soprano	<i>spend</i>	[spend]	v. i.
<i>sore</i>	[so:(r)]	llaga, úlcera, dolorido	<i>spices</i>	['spaisɪz]	especies
<i>sort</i>	[so:t]	v. r.	<i>spin</i>	[spɪn]	v. i.
<i>sort</i>	[so:t]	clase, género	<i>spit</i>	[spɪt]	v. i.
<i>sorrow</i>	['sɒrəu]	pesar, dolor	<i>splash</i>	[splʌʃ]	salpicadura
<i>sorry</i>	['sɒri]	pesaroso, triste	<i>splendid</i>	['splendɪd]	espléndido, magnífico
<i>so-so</i>	['səu-'səu]	regular, así así	<i>splendour</i>	['splendə(r)]	brillantez, pompa
<i>so that</i>	['səu ðət]	de modo que	<i>spoil</i>	[spɔɪl]	v. i.
<i>soul</i>	[səʊl]	alma, persona	<i>sport</i>	[spo:t]	deporte
<i>sound</i>	[saʊnd]	v. r.	<i>spot</i>	[spot]	señal, lunar, sitio
<i>sound</i>	[saʊnd]	sonido, ruido	<i>spray</i>	[spreɪ]	embate de las olas, espuma
<i>soup</i>	[su:p]	sopa	<i>spray</i>	[spreɪ]	v. r.
<i>sour</i>	['sauə(r)]	amargo	<i>spread</i>	[spred]	v. i.
<i>source</i>	[so:s]	fuelle, origen	<i>sprightly</i>	['spraitli]	alegre, vivo
<i>south</i>	[sauθ]	sur	<i>spring</i>	['sprɪŋ]	v. i.
<i>southerly</i>	['sʌðəli]	meridional	<i>spring</i>	[sprɪŋ]	primavera
<i>southern</i>	['sʌðən]	meridional	<i>spring</i>	[sprɪŋ]	muelle, resorte
<i>southwards</i>	['sauθwədʒ]	hacia el sur			
<i>sow</i>	[sau]	puerca, cerda (n.)			
<i>sow</i>	[səʊ]	v. i.			

<i>spring</i>	[sprɪŋ]	manantial	<i>steal</i>	[sti:l]	v. i.
<i>spy</i>	[spai]	espía	<i>steam</i>	[sti:m]	vapor
<i>spy</i>	[spai]	v. r.	<i>steam-</i>		
<i>squall</i>	[skwo:l]	borrasca, tempestad	<i>engine</i>	['sti:m- 'endʒɪn]	máquina de vapor
<i>square</i>	[skweə(r)]	plaza, cuadrado	<i>steam out</i>	['sti:m 'aut]	v. r.
<i>stable</i>	['steɪbl]	establo	<i>steamy</i>	['sti:mi]	húmedo, pegajoso
<i>stage</i>	[steɪdʒ]	escenario, es- cena, etapa, grado	<i>steel</i>	[sti:l]	acero
<i>stage-</i> <i>manager</i>	['steɪdʒ- 'manɪdʒə(r)]	director de escena	<i>steel-works</i>	['sti:l wə:ks]	acererías
<i>stair-carpet</i>	['steə'ka:pɪt]	alfombra de la escalera	<i>steep</i>	[sti:p]	empinado, escarpado, despeñadero
<i>staircase</i>	['steəkeɪs]	escalera	<i>steep</i>	[sti:p]	v. r.
<i>stairs</i>	[steəz]	escalera	<i>stem</i>	[stem]	tallo, tronco
<i>stale</i>	[steɪl]	anticuado, duro, rancio	<i>step</i>	[step]	paso, escalón
<i>stall</i>	[sto:l]	butaca	<i>step</i>	[step]	v. r.
<i>stamp</i>	[stamp]	sello, estampilla	<i>steps</i>	[steps]	escalera móvil (aeropuer- tos)
<i>stamp</i>	[stamp]	v. r.	<i>sternly</i>	['stə:nli]	severamente
<i>stand</i>	[stand]	v. i.	<i>stick</i>	[stɪk]	bastón, estaca
<i>stand</i>	[stand]	estancamien- to, límite	<i>stick</i>	[stɪk]	v. i.
<i>stand for</i>	['stand 'fo:(r)]	representar, significar	<i>stick out</i>	['stɪk 'aut]	asomar, proyectarse
<i>standing-</i> <i>lamp</i>	['standɪŋ- 'læmp]	lámpara de pie	<i>sticky</i>	['stɪki]	pegajoso
<i>star</i>	[sta:(r)]	estrella	<i>still</i>	[stɪl]	todavía, aún
<i>stare</i>	[steə(r)]	v. r.	<i>stock</i>	[stɒk]	existencias
<i>start</i>	[sta:t]	v. r.	<i>stockings</i>	['stɒkɪŋs]	medias
<i>starving</i>	['sta:vɪŋ]	hambriento	<i>stocks</i>	[stɒks]	capital en acciones, valores, existencias
<i>state</i>	[steɪt]	v. r.	<i>stomach</i>	['stamək]	estómago
<i>state</i>	[steɪt]	estado, nación	<i>stone</i>	[stəʊn]	piedra
<i>statement</i>	['steɪtmənt]	expresión, declaración, exposición	<i>stool</i>	[stu:l]	banquillo, banqueta
<i>station</i>	['steɪʃən]	estación	<i>stoop</i>	[stu:p]	v. r.
<i>stationary</i>	['steɪʃənəri]	estacionario	<i>stop</i>	[stɒp]	v. r.
<i>stationer's</i>	['steɪʃnəz]	papelería	<i>storage</i>	['sto:ɾɪdʒ]	almacenaje
<i>statue</i>	['statju:]	estatua	<i>storage</i> <i>battery</i>	['sto:ɾɪdʒ 'batəri]	acumulador
<i>stay</i>	[steɪ]	v. r.	<i>store</i>	[sto:(r)]	v. r.
<i>steadily</i>	['stedɪli]	invariable- mente	<i>store</i>	[sto:(r)]	almacén, depósito
			<i>storm</i>	[sto:m]	tormenta

<i>stormy</i>	[ˈsto:mi]	tormentoso	<i>substitute</i>	[ˈsʌbstɪtju:t]	sustituto
<i>story</i>	[ˈsto:ri]	historieta, narración	<i>succeed</i>	[səkˈsi:d]	v. r.
<i>stove</i>	[stəʊv]	estufa	<i>success</i>	[səkˈses]	triunfo, éxito
<i>straight</i>	[streɪt]	directo, recto	<i>successful</i>	[səkˈsesfʊl]	afortunado, próspero
<i>strange</i>	[streɪndʒ]	extraño, raro	<i>successfully</i>	[səkˈsesfʊli]	felizmente, con éxito
<i>stranger</i>	[ˈstreɪndʒə(r)]	forastero, extraño	<i>such</i>	[sʌtʃ]	semejante, tal
<i>stray</i>	[streɪ]	disperso, esparcido, extraviado, perdido	<i>suck</i>	[sʌk]	v. r.
<i>stream</i>	[stri:m]	corriente, arroyo	<i>sudden</i>	[ˈsʌdən]	repentino, imprevisto
<i>stream out</i>	[ˈstri:m ˈaʊt]	v. r.	<i>suddenly</i>	[ˈsʌdənli]	de repente
<i>street</i>	[stri:t]	calle	<i>suffer</i>	[ˈsʌfə(r)]	v. r.
<i>strength</i>	[streŋθ]	fuerza, eficacia	<i>suffice</i>	[səˈfaɪs]	v. r.
<i>stretch</i>	[stretʃ]	v. r.	<i>sufficient</i>	[səˈfiʃənt]	suficiente
<i>strike</i>	[straɪk]	v. i.	<i>sufficiently</i>	[səˈfiʃəntli]	suficiente- mente
<i>string</i>	[strɪŋ]	bramante, cabuya, cuerda	<i>sugar</i>	[ˈʃʊgə(r)]	azúcar
<i>strip</i>	[stri:p]	v. r.	<i>sugar-basin</i>	[ˈʃʊgəˈbeɪsɪn]	azucarero
<i>strip of</i>			<i>suggest</i>	[səˈdʒest]	v. r.
<i>paper</i>	[ˈstri:p əv ˈpeɪpə(r)]	tira de papel	<i>suit</i>	[su:t/sju:t]	v. r.
<i>stroke</i>	[strəʊk]	golpe, choque	<i>suit</i>	[su:t/sju:t]	traje, flux
<i>strong</i>	[strɒŋ]	fuerte	<i>suitable</i>	[ˈsju:təbl]	adecuado, conveniente
<i>strong drink</i>	[ˈstrɒŋ drɪŋk]	bebida alcohólica	<i>suitcase</i>	[ˈsju:tkeɪs]	maleta
<i>strongly</i>	[ˈstrɒŋli]	fuertemente	<i>suite</i>	[swi:t]	suite, apartamento
<i>struggle</i>	[ˈstrʌgl]	v. r.	<i>sum</i>	[sʌm]	suma, total
<i>struggle</i>	[ˈstrʌgl]	lucha	<i>summary</i>	[ˈsʌməri]	resumen, compendio
<i>strut</i>	[strʌt]	v. r.	<i>summit</i>	[ˈsʌmɪt]	cima, cúspide
<i>student</i>	[ˈstju:dənt]	estudiante, alumno	<i>sun</i>	[sʌn]	sol
<i>study</i>	[ˈstʌdi]	v. r.	<i>sun-bathe</i>	[ˈsʌnbeɪð]	v. r.
<i>study</i>	[ˈstʌdi]	estudio	<i>Sunday</i>	[ˈsʌndɪ]	domingo
<i>stuff</i>	[stʌf]	sustancia, producto	<i>sunset</i>	[ˈsʌnset]	puesta del sol
<i>stumble</i>	[ˈstʌmbəl]	v. r.	<i>sunshade</i>	[ˈsʌnʃeɪd]	quitasol, sombriilla
<i>stupidity</i>	[stjuˈpɪdɪti]	estupidez	<i>sunshine</i>	[ˈsʌnʃaɪn]	luz del sol, sol
<i>style</i>	[stɑɪl]	estilo	<i>super</i>	[ˈsju:pə(r)]	superior
<i>subject</i>	[ˈsʌbdʒɪkt]	sujeto, materia	<i>superior</i>	[sjuˈpiəriə(r)]	superior
<i>subsequent-</i>			<i>superiority</i>	[sjuˈpiəriˈɒrɪti]	superioridad
<i>ly</i>	[ˈsʌbsɪkwəntli]	posterior- mente	<i>supermar-</i>		
<i>substance</i>	[ˈsʌbstəns]	sustancia	<i>ket</i>	[ˈsju:pəˈma:kit]	supermercado
			<i>supervision</i>	[sju:pəˈvɪʒən]	fiscalización, inspección
			<i>supper</i>	[ˈsʌpə(r)]	cena
			<i>supper</i>	[ˈsʌpə(r)]	v. r.



<i>supplies</i>	[sə'plaiz]	viveres, suministros	<i>switch on</i>	['switʃ 'on]	conectar, enchufar
<i>supply</i>	[sə'plai]	v. r.	<i>sword</i>	[so:d]	espada
<i>support</i>	[sə'po:t]	v. r.	<i>swordsman</i>	['so:dzmən]	tirador de espada
<i>supporting</i>	[sə'po:tiŋ]	apoyo, ayuda	<i>symbol</i>	['simbəl]	símbolo, emblema
<i>suppose</i>	[sə'pəuz]	secundario	<i>system</i>	['sistim]	sistema
<i>sure</i>	[ʃuə(r)]	v. r.	<i>syrup</i>	['sirəp]	jarabe
<i>surf</i>	[sə:f]	seguro, cierto			
		resaca, marejada			
<i>surface</i>	['sə:fis]	superficie			
<i>surgeon</i>	['sə:dʒən]	cirujano			
<i>surgery</i>	['sə:dʒəri]	consulta del médico			
<i>surgical</i>	['sə:dʒikəl]	quirúrgico	<i>table</i>	['teibl]	mesa
<i>surprise</i>	[sə'praiz]	v. r.	<i>tail</i>	[teɪl]	cola, rabo
<i>surprise</i>	[sə'praiz]	sorpresa	<i>tailor</i>	['teɪlə(r)]	sastre
<i>survey</i>	['sə:vei]	inspección, examen	<i>tailor's</i>	['teɪləz]	sastrería
<i>survive</i>	[sə'vaiv]	v. r.	<i>take</i>	[teɪk]	v. i.
<i>suspicion</i>	[səs'piʃən]	sospecha	<i>take a city</i>	['teɪk ə 'siti]	tomar una ciudad
<i>sustain</i>	[səs'tein]	v. r.	<i>take away</i>	['teɪk ə'wei]	quitar, llevarse
<i>sustained</i>	[səs'teɪnd]	sostenido, mantenido	<i>take care</i>	['teɪk 'keə(r)]	tener cuidado
<i>swallow</i>	['swoləu]	v. r.	<i>take down</i>	['teɪk 'daʊn]	bajar, apuntar
<i>swampy</i>	['swompi]	pantano, cenagoso	<i>take hold of</i>	['teɪk 'həʊld əv]	agarrarse a
<i>swan</i>	[swɒn]	cisne	<i>take into account</i>	['teɪk intu ə'kaʊnt]	tomar en con- sideración
<i>swear</i>	[swɛə(r)]	v. i.			
<i>sweep</i>	[swi:p]	v. i.	<i>take it in turns</i>	['teɪk it in 'tə:nz]	hacerlo por turnos
<i>sweet</i>	[swi:t]	dulce (a.)			
<i>sweet</i>	[swi:t]	dulce, postre	<i>take notice</i>	['teɪk 'nəʊtɪs]	darse por enterado
<i>swell</i>	[swel]	v. i.	<i>take off</i>	['teɪk 'ɒf]	quitarse una prenda, des- pegar un avión
<i>swift</i>	[swɪft]	veloz			
<i>swiftly</i>	['swɪftli]	velozmente	<i>take one's chance</i>	['teɪk 'wʌnz 'tʃa:ns]	aventurarse, intentar
<i>swim</i>	[swɪm]	v. i.	<i>take out</i>	['teɪk 'aʊt]	sacar, obtener
<i>swimming- pool</i>	['swɪmɪŋpu:l]	piscina	<i>take time</i>	['teɪk 'taɪm]	costar, llevar tiempo
<i>swine</i>	[swaɪn]	cerdo, cochino (n.)	<i>tale</i>	[teɪl]	cuento, narración
<i>swing</i>	[swɪŋ]	v. i.			
<i>swing open</i>	['swɪŋ 'əʊpən]	hacer girar, abriendo			
<i>switch</i>	[swɪtʃ]	v. r.			
<i>switch</i>	[swɪtʃ]	llave, conmutador			
<i>switch off</i>	['swɪtʃ 'ɒf]	desconectar, desenchufar			

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<i>talent</i>	['tələnt]	talento,	<i>tent</i>	[tent]	tienda de
		capacidad			campana
<i>talk</i>	[to:k]	v. r.	<i>term</i>	[tə:m]	término,
<i>talk</i>	[to:k]	charla, con-			plazo
		versación	<i>terminal</i>	['tə:minl]	estación
<i>tall</i>	[to:l]	alto			terminal
<i>tank</i>	[taŋk]	tanque,	<i>terrestrial</i>	[ti'restriəl]	terrestre,
		depósito			terráqueo
<i>tap</i>	[tap]	grifo, espita	<i>terrible</i>	['teribl]	terrible
<i>target</i>	['ta:git]	blanco,	<i>terribly</i>	['teribli]	terriblemente
		objetivo	<i>test</i>	[test]	prueba,
<i>task</i>	[ta:sk]	tarea, trabajo			examen
<i>taste</i>	[teist]	-v. r.	<i>— th</i>	[— θ]	(sufijo)
<i>taste</i>	[teist]	sabor, gusto	<i>than</i>	[ðan/ðən]	que (conj.
<i>taxi</i>	['taksi]	taxi			comparativa)
<i>taxi-driver</i>	['taksi- 'draivə(r)]	taxista	<i>thank</i>	[θaŋk]	v. r.
<i>tea</i>	[ti:]	té	<i>thankful</i>	['θaŋkful]	agradecido
<i>tea-cup</i>	['ti:kʌp]	taza de té	<i>thanks</i>	[θaŋks]	gracias
<i>tea-pot</i>	['ti:pɒt]	tetera	<i>thank you</i>	['θaŋk ju]	gracias
<i>tea-set</i>	['ti:-set]	juego de té	<i>that</i>	[ðat/ðət]	a. demonstra-
<i>teashop</i>	['ti:ʃɒp]	sala de té			tivo
<i>teach</i>	[ti:tʃ]	v. i.	<i>that</i>	[ðat/ðət]	conjunción y
<i>teacher</i>	['ti:tʃə(r)]	profesor	<i>that's</i>	[ðats]	p. relativo
<i>team</i>	[ti:m]	equipo	<i>that way</i>	['ðat 'wei]	<i>that is</i>
<i>tear off</i>	['teər 'ɒf]	arrancar,	<i>thaw</i>	[θo:]	por ahí, allá
		quitar	<i>the</i>	[ði:/ðə/ði]	deshielo
<i>tears</i>	[tiəz]	lágrimas			el, la, lo, los,
<i>tease</i>	[ti:z]	v. r.			las
<i>technical</i>	['teknikəl]	técnico (a.)	<i>the answers</i>		
<i>teeth</i>	[i:θ]	dientes	<i>are in</i>		
<i>telegram</i>	['teligram]	telegrama	<i>brackets</i>	[ði 'a:nsəz ər in 'brakits]	las contesta-
<i>telephone</i>	['telifəʊn]	teléfono			ciones están
<i>telephone</i>	['telifəʊn]	v. r.			en paréntesis
<i>telephony</i>	[ti'lefəni]	telefonía			
<i>television</i>	['teliviʒən]	televisión	<i>the follow-</i>		
<i>tell</i>	[tel]	v. i.	<i>ing</i>		
<i>tell lies</i>	['tel 'laiz]	decir mentiras	<i>questions</i>	[ðə 'fɒləʊɪŋ 'kwɛstʃənz]	las preguntas
<i>tell the time</i>	['tel ðə 'taim]	decir la hora			siguientes
<i>temperate</i>	['tempərɪt]	templado			
<i>temperature</i>	['temprɪtʃə(r)]	temperatura	<i>the missing</i>		
<i>tempest</i>	['tempɪst]	tempestad	<i>words</i>	[ðə 'mɪsɪŋ 'wɜ:dz]	las palabras
<i>tempt</i>	[tempt]	v. r.			que faltan
<i>temptation</i>	[temp'teɪʃən]	tentación			
<i>ten</i>	[ten]	diez	<i>the more...</i>		
<i>tender</i>	['tendə(r)]	delicado,	<i>the more</i>	[ðə 'mo:(r)]...	cuanto más...
		blando,		ðə 'mo:(r)]	tanto más
		tierno			
<i>tennis</i>	['tenɪs]	tenis	<i>theatre</i>	['θiətə(r)]	teatro

<i>their</i>	[ðeə(r)]	a. posesivo	<i>thoroughly</i>	['θʌrəli]	enteramente,
<i>theirs</i>	[ðeəz]	p. posesivo			del todo
<i>them</i>	[ðem/ ðəm]	ob. de <i>they</i>	<i>those</i>	[ðəuz]	esos, as;
<i>theme</i>	[θi:m]	tema, asunto			aquellos, as
<i>themselves</i>	[ðəm'selvz]	se (ellos mismos)	<i>though</i>	[ðəu]	aunque
			<i>thought</i>	[θo:t]	pensamiento
<i>then</i>	[ðen]	luego,	<i>thousand</i>	['θauzənd]	mil, millar
		entonces	<i>threaten</i>	['θretn]	v. r.
<i>thence</i>	[ðens]	desde allí,	<i>three</i>	[θri:]	tres
		desde entonces, por eso	<i>throat</i>	[θrəut]	garganta,
					cuello
<i>theory</i>	['θiəri]	teoría	<i>through</i>	[θru:]	por, a través
<i>there</i>	[ðeə(r)/ ðə(r)]	allí, allá	<i>throughout</i>	[θru'au]	por todo
<i>therein</i>	[ðeər'in]	en esto, en eso	<i>throw</i>	[θrəu]	v. i.
<i>there's</i>	[ðeəz/ðəz]	<i>there is</i>	<i>throw away</i>	['θrəu ə'wei]	arrojar, tirar
<i>there is, are</i>	[ðeəriz/ ðəriz/ ðeərə(r)/ ðərə(r)]	hay	<i>thrust</i>	[θrəst]	v. r.
			<i>Thursday</i>	['θə:zdi]	jueves
<i>there was,</i>			<i>thus</i>	[ðʌs]	así, de este modo
<i>were</i>	[ðeəwəz/ ðəwəz/ ðeəwə(r)/ ðəwə(r)]	había, hubo	<i>ticket</i>	['tikit]	billete, boleto
<i>thereby</i>	['ðeə'bai]	de este modo	<i>tide</i>	[taid]	mareta, flujo
<i>therefore</i>	['ðeəfo:(r)]	por lo tanto	<i>tidy</i>	['taidi]	aseado,
<i>thermo-</i>					limpio
<i>dynamics</i>	['θə:məudai-'namiks]	la termodinámica	<i>tidy</i>	['taidi]	v. r.
			<i>tidying-up</i>	['taidiɪŋ'ʌp]	limpieza, aseo
<i>these</i>	[ði:z]	éstos, éstas	<i>tie</i>	[tai]	v. r.
<i>they</i>	[ðei]	ellos, ellas	<i>tie</i>	[tai]	corbata
<i>they'd</i>	[ðeid]	<i>they had, they would</i>	<i>tiger</i>	['taigə(r)]	tigre
			<i>tight</i>	[taɪt]	apretado,
<i>they're</i>	[ðeɪə(r)]	<i>they are</i>			estrecho
<i>they've</i>	[ðeɪv]	<i>they have</i>	<i>tigress</i>	['taigris]	tigresa
<i>thick</i>	[θɪk]	espeso, grueso	<i>tile</i>	[taɪl]	teja, baldosa
<i>thief</i>	[θi:f]	ladrón	<i>till</i>	[tɪl]	until, hasta
<i>thigh</i>	[θai]	muslo	<i>time</i>	[taim]	vez, hora,
<i>thin</i>	[θɪn]	delgado			tiempo
<i>thing</i>	[θɪŋ]	cosa	<i>tin</i>	[tɪn]	lata, estaño
<i>think</i>	[θɪŋk]	v. i.	<i>tiny</i>	['taɪni]	diminuto,
<i>third</i>	[θə:d]	tercero			chiquito,
<i>thirsty</i>	['θə:sti]	sediento	<i>tire</i>	['taɪə(r)]	breve
<i>thirty</i>	['θə:ti]	treinta	<i>tired of</i>	['taɪəd əv]	v. r.
<i>this</i>	[ðɪs]	este, esta, esto	<i>title</i>	['taɪtl]	cansado de
<i>this way</i>	[ðɪs 'wei]	por aquí	<i>to</i>	[tu:/tu/tə]	título
<i>thorough</i>	['θʌrə]	perfecto, acabado	<i>to all appearances</i>	[tu 'o:l ə'piərənsɪz]	a, para, que
					en todos los aspectos
			<i>toast</i>	[təʊst]	brindis,
					tostada

<i>tobacco</i>	[tə'bakəu]	tabaco	<i>tradesman</i>	['treidzmən]	mercader, industrial
<i>today</i>	[tu'dei]	hoy	<i>traffic</i>	['trafik]	tráfico
<i>toe</i>	[təu]	dedo del pie	<i>traffic lights</i>	['trafik 'laits]	semáforos
<i>together</i>	[tu'gəðə(r)]	juntos, junta- mente	<i>tragedy</i>	['tradžidi]	tragedia
<i>to himself</i>	[tu him'self]	a sí mismo, a él	<i>train</i>	[trein]	tren, procesión
<i>tomahawk</i>	['toməho:k]	hacha de gue- rra de los indios	<i>train</i>	[trein]	v. r.
<i>tomato</i>	[tə'ma:təu]	tomate	<i>tram</i>	[tram]	tranvía
<i>tom-cat</i>	['tom'kat]	gato	<i>transfer</i>	[trans'fə:(r)]	v. r.
<i>tomorrow</i>	[tə'morəu]	mañana (adv.)	<i>translate</i>	[trans'leit]	v. r.
<i>ton</i>	[tʌn]	tonelada	<i>transmit</i>	[tranz'mit]	v. r.
<i>tongue</i>	[tʌŋ]	lengua	<i>trap</i>	[trap]	v. r.
<i>tonight</i>	[tu'nait]	esta noche	<i>trap</i>	[trap]	trampa, cepo
<i>too</i>	[tu:]	demasiado	<i>trapped</i>	[trapt]	atrapado
<i>too</i>	[tu:]	también	<i>travel</i>	['travəl]	v. r.
<i>tool</i>	[tu:l]	herramienta	<i>travelled</i>	['travəld]	que ha viaja- do mucho
<i>tooth</i>	[tu:θ]	diente	<i>traveller</i>	['travələ(r)]	viajero
<i>top</i>	[tɒp]	parte supe- rior, cima	<i>travellers'</i> <i>cheques</i>	['travələz 'tʃeks]	cheques de viajeros
<i>topic</i>	['tɒpik]	tópico, sujeto, tema	<i>tray</i>	[trei]	bandeja
<i>toss</i>	[tɒs]	v. r.	<i>treasure</i>	['treʒə(r)]	tesoro
<i>touch</i>	[tʌtʃ]	v. r.	<i>treat</i>	['tri:t]	v. r.
<i>touching</i>	['tʌtʃɪŋ]	enternecedor, conmovedor	<i>treatment</i>	['tri:tmənt]	tratamiento, trato
<i>tough</i>	[tʌf]	fuerte, resis- tente, tenaz	<i>tree</i>	[tri:]	árbol
<i>tour</i>	[tuə(r)]	gira, viaje	<i>tremendous</i>	[tri'mendəs]	tremendo, formidable
<i>tourist</i>	['tuərist]	turista	<i>trial</i>	['traɪəl]	juicio, vista, prueba
<i>towards</i>	[tə'wə:dz]	hacia	<i>tribe</i>	[traib]	tribu
<i>towel</i>	['tauəl]	toalla	<i>trick</i>	[trik]	truco, engaño
<i>tower</i>	['tauə(r)]	torre	<i>trick</i>	[trik]	v. r.
<i>town</i>	[taun]	ciudad	<i>trip</i>	[trip]	excursión
<i>Town-</i> <i>Council</i>	['taun 'kaunsil]	Concejo	<i>tropic</i>	['tropik]	trópico
<i>toy</i>	[toi]	juguete	<i>trouble</i>	['trʌbl]	v. r.
<i>trace</i>	[treis]	v. r.	<i>trouble</i>	['trʌbl]	molestia, in- conveniente
<i>trace</i>	[treis]	señal, rasgo, vestigio	<i>trousers</i>	['trauzəz]	pantalones
<i>track</i>	[trak]	huella, pista	<i>true</i>	[tru:]	cierto, verdadero
<i>tractor</i>	['traktə(r)]	tractor	<i>trunk</i>	[trʌŋk]	baúl, trompa
<i>trade</i>	[treid]	comercio, industria	<i>trunnion</i>	['trʌnjən]	de elefante soporte
<i>trader</i>	['treidə(r)]	negociante, comerciante			giratorio, muñón

<i>trust</i>	[trʌst]	v. r.
<i>trust</i>	[trʌst]	confianza
<i>trustworthy</i>	[ˈtrʌstwə:ði]	fiable, fidedigno
<i>truth</i>	[tru:θ]	verdad
<i>truthful</i>	[ˈtru:θful]	verídico, veraz
<i>try</i>	[ˈtraɪ]	v. r.
<i>try on</i>	[ˈtraɪ ˈon]	v. r.
<i>trypano- some</i>	[ˈtripənəsəʊm]	tripanosoma
<i>Tuesday</i>	[ˈtju:zdi]	martes
<i>tunnel</i>	[ˈtʌnəl]	túnel
<i>Turkey</i>	[ˈtə:ki]	Turquía
<i>turkey</i>	[ˈtə:ki]	pavo
<i>Turkish</i>	[ˈtə:kiʃ]	turco (a.)
<i>Turks</i>	[tə:ks]	turcos
<i>turn</i>	[tə:n]	v. r.
<i>turn</i>	[tə:n]	turno, vez
<i>turn into</i>	[ˈtə:n ˈintu]	transformar, transformarse
<i>turn off</i>	[ˈtə:n ˈof]	desenchufar, quitar
<i>turn on</i>	[ˈtə:n ˈon]	enchufar, conectar
<i>T V set</i>	[ti: ˈvi: ˈset]	aparato de televisión
<i>twelve</i>	[twelv]	doce
<i>twenty</i>	[ˈtwenti]	veinte
<i>twice</i>	[ˈtwais]	dos veces
<i>twin</i>	[ˈtwin]	gemelo, igual
<i>twinkle</i>	[ˈtwɪŋkl]	v. r.
<i>two</i>	[tu:]	dos
<i>type</i>	[taɪp]	v. r.
<i>type- foundry</i>	[ˈtaɪpˈfaʊndri]	fundición de tipos
<i>typewriter</i>	[ˈtaɪpˈraɪtə(r)]	máquina de escribir

— U —

<i>udder</i>	[ˈʌdə(r)]	ubre
<i>ugly</i>	[ˈʌgli]	feo
<i>umbrella</i>	[ʌmˈbrelə]	paraguas
<i>un —</i>	[ʌn—]	(prefijo)

<i>unable</i>	[ˈʌnˈeɪbl]	incapaz
<i>unarmed</i>	[ˈʌnˈa:md]	desarmado
<i>unbeliev- able</i>	[ʌnbɪˈli:vəbl]	increíble
<i>unbroken</i>	[ˈʌnˈbrəʊkən]	intacto, entero
<i>uncle</i>	[ˈʌŋkl]	tío
<i>uncomfort- able</i>	[ʌnˈkʌmfətəbl]	incómodo
<i>uncon- firmed</i>	[ˈʌn-kənˈfə:md]	no confir- mado
<i>under</i>	[ˈʌndə(r)]	debajo de
<i>under- ground</i>	[ˈʌndəgraʊnd]	subterráneo, "Metro"
<i>undermine</i>	[ʌndəˈmain]	v. r.
<i>understand</i>	[ʌndəˈstand]	v. i.
<i>undertake</i>	[ʌndəˈteɪk]	v. i.
<i>underwear</i>	[ˈʌndəweə(r)]	ropa interior
<i>unemployed</i>	[ˈʌnɪmˈplɔɪd]	desocupado, ocioso
<i>unfasten</i>	[ˈʌnˈfa:sn]	v. r.
<i>unforgett- able</i>	[ˈʌn-fəˈɡət əbl]	inolvidable
<i>ungrateful</i>	[ʌnˈɡreɪtful]	desagradeci- do, ingrato
<i>unhappy</i>	[ʌnˈhapi]	infeliz, infor- tunado
<i>uniform</i>	[ˈju:nɪfɔ:m]	uniforme
<i>unimpaired</i>	[ˈʌnɪmˈpeəd]	intacto, ileso
<i>unite</i>	[ju:ˈnaɪt]	v. r.
<i>unity</i>	[ˈju:nɪti]	unidad
<i>unknown</i>	[ˈʌnˈnəʊn]	desconocido, ignorado
<i>unless</i>	[ʌnˈles]	a menos que
<i>unloading</i>	[ˈʌnˈləʊdɪŋ]	descarga
<i>university</i>	[ju:niˈvɜ:sɪti]	universidad
<i>unpack</i>	[ˈʌnˈpʌk]	v. r.
<i>unpleasant</i>	[ʌnˈpleznt]	desagradable
<i>unquestion- able</i>	[ʌnˈkwɛstʃənəbl]	incuestiona- ble, induda- ble
<i>unsucces- ful</i>	[ˈʌn-səkˈsesful]	sin éxito, des- afortunado
<i>until = till</i>	[ʌnˈtɪl = tɪl]	hasta
<i>up</i>	[ʌp]	arriba

<i>uphill</i>	[ʼʌpʼhɪl]	cuesta arriba	<i>valuable</i>	[ʼvʌljuəbl]	valioso,
<i>upon</i> = <i>on</i>	[əʼpɒn = ɒn]	en, sobre			costoso
<i>upper</i>	[ʼʌpə(r)]	superior, más elevado	<i>value</i>	[ʼvʌlju:]	valor, precio
<i>upright</i>	[ʼʌpʼraɪt]	derecho, vertical	<i>value</i>	[ʼvʌlju:]	v. r.
<i>upset</i>	[ʌpʼset]	alterar, invertir	<i>vane</i>	[veɪn]	aleta
			<i>vanish</i>	[ʼvʌnɪʃ]	v. r.
<i>upside-</i>			<i>variation</i>	[vɛəriˈeɪʃən]	variación, alteración
<i>down</i>	[ʼʌpsaɪdˈdaʊn]	al revés, invertido	<i>variety</i>	[vəˈraɪəti]	variedad
<i>upstairs</i>	[ʼʌpʼsteəz]	arriba, en el piso de arriba	<i>various</i>	[ʼvɛəriəs]	varios, di- versos
<i>urgent</i>	[ʼə:dʒənt]	urgente	<i>varnish</i>	[ʼvɑ:nɪʃ]	v. r.
<i>us</i>	[ʌs/əs/s]	ob. de <i>we</i>	<i>varnish</i>	[ʼvɑ:nɪʃ]	varniz
<i>use</i>	[ju:z]	v. r.	<i>vary</i>	[ʼvɛəri]	v. r.
<i>use</i>	[ju:s]	servicio, utili- dad, uso	<i>varying</i>	[ʼvɛəriɪŋ]	diverso, dis- tinto
<i>use up</i>	[ʼju:z ʼʌp]	consumir, gastar	<i>vase</i>	[vɑ:z]	florero, vaso
<i>used to</i>	[ʼju:st tu]	acostumbra- do a	<i>vast</i>	[vɑ:st]	inmenso, vasto
<i>useful</i>	[ʼju:sfʊl]	útil	<i>vastness</i>	[ʼvɑ:stnis]	inmensidad
<i>useless</i>	[ʼju:slɪs]	inútil, inservible	<i>veal</i>	[vi:l]	carne de ternera
<i>uselessness</i>	[ʼju:slɪsnɪs]	inutilidad	<i>vegetable</i>	[ʼvedʒɪtəbl]	vegetal
<i>usher</i>	[ʼʌʃə(r)]	acomodador	<i>vegetables</i>	[ʼvedʒɪtəblz]	verduras
<i>usual</i>	[ʼju:ʒuəl]	usual, común	<i>veil</i>	[veɪl]	velo, máscara
<i>usually</i>	[ʼju:ʒuəli]	usualmente	<i>Venezuelan</i>	[veneˈzweɪlən]	venezolano
			<i>Venice</i>	[ˈvenɪs]	Venecia
			<i>venture</i>	[ˈventʃə(r)]	v. r.
			<i>verb</i>	[və:b]	verbo
			<i>versed</i>	[və:st]	versado, prác- tico

— V —

<i>vacant</i>	[ˈveɪkənt]	vacío, libre	<i>very</i>	[ˈveri]	muy
<i>vacation</i>	[vəˈkeɪʃən]	vacación, asueo, fiesta	<i>viceroi</i>	[ˈvaɪs-roɪ]	virrey
<i>vaccination</i>	[vaksiˈneiʃən]	vacuna (me- dicamento)	<i>victorious</i>	[vɪkˈto:riəs]	victorioso
<i>vacuity</i>	[vəˈkjuɪti]	vacuidad	<i>victory</i>	[ˈvɪktəri]	victoria
<i>vacuum-</i>			<i>victuals</i>	[ˈvɪtlz]	víveres, pro- visiones
<i>cleaner</i>	[ˈvækjuəm- ˈkli:nə(r)]	aspiradora	<i>view</i>	[ˈvju:]	vista, pano- rama
<i>vague</i>	[veɪg]	vago, inde- finido	<i>village</i>	[ˈvɪlɪdʒ]	pueblo, aldea
<i>vale</i>	[veɪl]	valle, cañada	<i>violent</i>	[ˈvaɪələnt]	violento, fuerte
<i>valley</i>	[ˈvʌli]	valle	<i>visit</i>	[ˈvɪzɪt]	v. r.
			<i>visit</i>	[ˈvɪzɪt]	visita
			<i>visitor</i>	[ˈvɪzɪtə(r)]	visita, visi- tador
			<i>vociferate</i>	[vəʊˈsɪfəreɪt]	v. r.
			<i>voice</i>	[voɪs]	voz
			<i>volcano</i>	[vɒlˈkeɪnəʊ]	volcán

<i>volume</i>	['voljʊm]	tomo, volumen	<i>wasn't</i>	['wɒzənt]	<i>was not</i>
<i>voluminous</i>	[və'ljʊ: minəs]	voluminoso, abultado	<i>waste</i>	[weist]	v. r.
<i>volunteer</i>	[vɒlən'tiə(r)]	voluntario	<i>waste</i>	[weist]	desperdicios, escombros
<i>vote</i>	[vəʊt]	voto, sufragio	<i>waste-paper</i>	[weist'peipə]	papelera
<i>voyage</i>	['voiidʒ]	viaje por mar	<i>basket</i>	'ba:skit]	v. r.
<i>voyage</i>	['voiidʒ]	v. r.	<i>watch</i>	[wɒtʃ]	reloj
			<i>watch</i>	[wɒtʃ]	vigilante, guardián
			<i>watchman</i>	['wɒtʃmən]	v. r.
			<i>water</i>	['wɔ:tə(r)]	agua
			<i>water</i>	['wɔ:tə(r)]	
			<i>water-supply</i>	['wɔ:təsə'plai]	suministro de agua
<i>wages</i>	['weidʒiz]	salario, jornal	<i>wave</i>	[weiv]	v. r.
<i>waist</i>	[weist]	cintura	<i>wave</i>	[weiv]	ola, onda
<i>wait</i>	[weit]	v. r.	<i>wax</i>	[waks]	cera
<i>waiter</i>	['waitə(r)]	camarero, mesonero	<i>way</i>	[wei]	camino, forma, modo
<i>waiting-hall</i>	['waitiŋho:l]	salón de espera	<i>waylay</i>	[wei'lei]	v. r.
<i>waiting-room</i>	['waitiŋrum]	sala de espera	<i>way out</i>	['wei 'aut]	salida
<i>waitress</i>	['waitris]	camarera, mesonera	<i>we</i>	[wi:/wi]	nosotros, as
<i>wake</i>	[weik]	v. r.	<i>weak</i>	[wi:k]	débil
<i>wake up</i>	['weik 'ʌp]	despertar, despertarse	<i>weaken</i>	['wi:kən]	v. r.
<i>Wales</i>	[weilz]	Gales	<i>wealth</i>	[welθ]	riqueza, prosperidad
<i>walk</i>	[wɔ:k]	v. r.	<i>wealthy</i>	['welθi]	rico, adinerado
<i>walk</i>	[wɔ:k]	paseo, caminata	<i>weapon</i>	['wepən]	arma
<i>walk about</i>	['wɔ:k ə'baut]	vagar, deambular	<i>wear</i>	[weə(r)]	v. i.
<i>wall</i>	[wɔ:l]	pared, muro	<i>wear out</i>	['weər 'aut]	desgastarse, estropearse
<i>wander</i>	['wɒndə(r)]	v. r.	<i>weather</i>	['weðə(r)]	tiempo atmosférico
<i>want</i>	[wɒnt]	v. r.	<i>we'd</i>	[wi:d]	<i>we had, we would</i>
<i>war</i>	[wɔ:(r)]	guerra	<i>wedding</i>	['wediŋ]	boda, matrimonio
— <i>wards</i>	[— wɒdz]	(sufijo)	<i>wedding-cake</i>	['wediŋ-keik]	pastel o torta de boda
<i>warm</i>	[wɔ:m]	caliente, templado	<i>wedding-dress</i>	['wediŋdres]	vestido de boda
<i>warm</i>	[wɔ:m]	v. r.	<i>wedding-present</i>	['wediŋ-'prezənt]	regalo de boda
<i>warped</i>	[wɔ:pt]	encorvado			
<i>was</i>	[wɒz/wɒz]	de <i>to be</i>			
<i>wash</i>	[wɒʃ]	v. r.			
<i>washing-machine</i>	['wɒʃiŋmə'ʃi:n]	lavadora			
<i>washing-up</i>	['wɒʃiŋ'ʌp]	ropa lavada o para el lavado			
<i>wash up</i>	['wɒʃ 'ʌp]	v. r.			

wedding- ring	['wedɪŋrɪŋ]	anillo nup- cial	which?	[wɪtʃʔ]	¿cuál, cuáles?
wedged	[wedʒd]	calzado, su- jeto	which	[wɪtʃ]	el cual, que
Wednesday	['wenzdi]	miércoles	while	[waɪl]	mientras, rato
week	[wi:k]	semana	whisky	['wɪski]	whisky
weep	[wi:p]	v. i.	whisper	['wɪspə(r)]	v. r.
weigh	[wei]	v. r.	whisper	['wɪspə(r)]	susurro,
weight	[weɪt]	peso			murmullo
well	[wel]	bien, sano	white	[waɪt]	blanco
well	[wel]	pozo, fuente	who	[hu:]	quien, quie- nes
well-off	['wel'ɔ:f]	rico, acomodo- dado	who is... like?	['hu: ɪz ... 'likeʔ]	¿cómo es él, ella?
were	[wə:(r)/wə(r)]	de to be	whole	[həʊl]	entero, todo
we're	[wiə(r)]	we are	whom	[hu:m/hum]	ob. de who
weren't	[wə:nt]	were not	whose	[hu:z]	posesivo de who
west	[west]	oeste			
westerly	['westəli]	hacia el oeste	whose?	[hu:zʔ]	¿de quién, de quiénes?
western	['westən]	occidental			
wet	[wet]	mojado, hú- medo	why	[waɪ]	por qué
			wide	[waɪd]	ancho, dila- tado
wet	[wet]	v. r.			
we've	[wi:v]	we have	widely	['waɪdli]	extensiva- mente, mu- cho
wharf	[wɔ:f]	muelle, em- barcadero			
what?	[wɒtʔ]	¿qué?	widen	['waɪdn]	v. r.
what	[wɒt]	lo que	width	[wɪðθ]	anchura,
what a...	['wɒt ə...]	que ... tan			ancho
whatever	[wɒt'evə(r)]	lo que quiera que	wife	[waɪf]	esposa
			wild	[waɪl]	salvaje,
what is... like?	['wɒt ɪz ... 'likeʔ]	¿cómo es...?	wild animal	['waɪld 'animəl]	silvestre
what's	[wɒts]	what is			animal sal- vaje
wheat	[wi:t]	trigo	wilderness	['wɪldənɪs]	desierto, pá- ramo
wheel	[wi:l]	v. r.			
wheel	[wi:l]	rueda, engra- naje	will	[wɪl]	voluntad, tes- tamento
wheeled- basket	['wi:ld'ba:skɪt]	carrito	will	[wɪl]	v. i. defectivo
when	[wen]	cuando	willing	['wɪlɪŋ]	gustoso,
whenever	[wen'evə(r)]	siempre que			dispuesto
where	[weə(r)]	dónde	willingly	['wɪlɪŋli]	gustosamente
where...			will you ?	['wɪl juʔ]	¿quieres?
from?	['weə(r)... fromʔ]	de donde...	win	[wɪn]	v. i.
			wind	[wɪnd]	viento, aire
whether	['weðə(r)]	si (conjun- ción)	wind	[waɪnd]	v. i.
			window	['wɪndəʊ]	ventana
			wine	[waɪn]	vino





<i>young lady</i>	[ˈjʌŋˈleɪdi]	señorita	<i>yourselves</i>	[joːˈselvz/ juəˈselvz]	se (ustedes mismos)
<i>young man</i>	[ˈjʌŋmən]	un joven			
<i>your</i>	[joː(r)/juə(r)]	a. pos.	<i>youth</i>	[juːθ]	juventud
<i>you're</i>	[juə(r)]	<i>you are</i>	<i>youthful</i>	[ˈjuːθfʊl]	juvenil, vi- goroso
<i>yours</i>	[joːz/juəz]	p. pos.	<i>you've</i>	[juːv]	<i>you have</i>
<i>yours</i>					
<i>sincerely</i>	[ˈjoːz sinˈsiəli]	de Vd. aten- tamente		— Z —	
<i>yourself</i>	[joːˈself/ juəˈself]	se (usted mis- mo)	<i>zone</i>	[zəʊn]	zona



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